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ABSTRACT

A project identified and established components related to adult basic education's role in school-to-work (STW) transition. It focused on developing a cognitive framework for competency-based adult employability classes, integrating adult basic and literacy education (ABLE)-funded programs into the Erie Area STW partnership, and establishing a model for ABLE participation in the local Career Preparation Marketplace. A "white paper", "Adult Basic and Literacy Education Programming Consistent with Workplace Development," was produced that outlined 17 concepts underlying adult education within a framework of employability and training. Approximately 330 adult testing scores were added to a database of adult academic records for students applying to the Regional Skill Center for technical training. The Wonderlic Basic Skills and Personnel Tests were used. A directory of providers in Region 1 was developed and provided to the Erie Area STW Partnership. The Northwest Professional Development Center was the primary partner in planning the Erie Job Fair and in organizing representation of local training entities, including all ABLE-funded programs. A model program of employability classes was conducted in conjunction with groups of manufacturers and the Regional Higher Education Council. Four levels of classes were available: Work Hardening and Employability 1, 2, and 3. (The 17-page report is followed by these appendixes: the white paper; the written framework; course descriptions; test scores; providers directory; and job fair materials.) (YLB)

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ED 427 210

FINAL REPORT

ADULT EDUCATION SCHOOL TO WORK

Ms. Molly Bean
Director: Adult Education Program
Northwest Tri-County Intermediate Unit

Fiscal Year: 1997-98

Northwest Tri-County Intermediate Unit
252 Waterford Street
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Project Number: 98-8016
$25,945

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ABSTRACT

Grant Recipient	Northwest Tri-County IU#5, 252 Waterford Street, Edinboro, PA, 16412
Program Name	Adult Education School to Work
Grant Allocation	$25,945
Project Period	July 1, 1997 to June 30, 1998
Project Director	Ms. Molly Bean

Project Purpose

The project proposed to identify and establish a number of components related to Adult Basic Education's role in the emerging area of School-to-Work Transition by focusing on the development of a cognitive framework for competency based adult employability classes, integration of ABLE funded programs into the Erie Area School-to Work Partnership, and establishing a model for ABLE participation in the local Career Development Marketplace.

Project Outcomes

1. A conceptual framework for adult education programming cross-referenced to a continuum of vocational training was designed.
2. Formal standardized academic assessment was continued with an analysis of the results presented at the '97 Conference on Integrated Learning and '98 PAACE Midwinter Conference.
3. ABLE funded services of IU#5 were represented at the Erie Area School-to-Work Local Partnership and at the Steering Committee of the "Career Marketplace Partnership".
4. Four Adult Education Employability Classes were implemented in conjunction with local manufacturers and the Skill Center and Corry Higher Ed. Council and a formal analysis of student gains was completed.

Impact

1. A "white paper" was written and presented at PAACE Midwinter. Aspects of the paper have been presented at regional workshops and to local employers. An OVTP (Occupational, Vocational, Technical, Professional) model was discussed in the paper but was not applied to adults served by ABLE funded programs as this grew to be too ambitious a project for a one year time frame.
2. Approximately 330 scores of adults were entered into the assessment database. An analysis of the academic status of those adults was completed.
3. A PDE Directory of Providers was provided to the Erie Area School-to Work Partnership.
4. The Northwest Professional Development Center was a primary partner in planning the Erie JOB FAIR and in organizing representation of local training entities, including all ABLE funded programs.
5. Four employability programs were implemented with academic gains documented.

Product or Training Developed:

1. A cognitive framework for adult education employability programming with four levels of field tested competency curriculum.
2. Statistical analysis of assessment data giving a profile of adults entering ABLE programs.
3. Model of partnership planning for an area JOB FAIR.
4. Active involvement in the Erie Area School To Work Partnership

Product or Training Available From:

Northwest Tri-County IU#5 Adult Education Program & NWPDC
252 Waterford Street
Eidnboro, PA 16412

Project Continuation and/or Future Implications: The groundwork laid by this project will be continued as part of the Northwest Tri-County IU#5 Adult Education program.

Conclusions/Recommendations: If Adult Education programs are to survive and prosper they must understand the scope of the underlying reform which is included in School-to-Work and articulate their role in workforce preparation.

SECTION I: INTRODUCTION

The purpose of this project was to identify and establish Adult Basic Education's role in the emerging area of School-to-Work Transition. One key component addressed expanded integration of ABLE funded programs into the ongoing activities of the Erie Area School School-to-Work Local Partnership. A second component centered on establishing a model for ABLE funded program representation within the emerging Local Career Development Marketplace as part of the consolidation of Pennsylvania workforce development programs. A third component focused on the development of a cognitive framework for adult educational programming outlining several discrete "levels" of academic rigor. Four "employability" training sessions were completed and pre and post assessment data of student achievement scores has been compiled to determine their effectiveness.

As "School-to-Work" represents a very heterogeneous entity, it is in effect a conceptual umbrella more than a tangible curriculum. Adult Basic and Literacy Education (ABLE), as one of the mandated signatories to local STW compacts and designated members of partnerships, must identify its role as a service provider if it is to assume its appropriate place within the continuum of providers. The importance of this role identification is magnified by the decision by the PA Department of Labor and Industry to implement a workforce "Local Career Development Marketplace" system that, at the local level, would be structured in a way that closely resembles the PDE mandated structure of the School-to-Work partnerships. Such partnership structures hold the potential to significantly change both the underlying distribution of funds to service deliverers and the level of accountability expected from providers. This project supported and encouraged further integration of Adult Basic Education with local and regional workforce development efforts to help to create a seamless system of local and regional service providers.

The activities undertaken in this report were needed because of the confusion which exists in the field about what School-to-Work is and what it includes. Adult Basic Educators need to understand the scope of the underlying reform which is included in the School-to-Work movement and to articulate their role within the broader spectrum of workforce preparation.

All activities began July 1, 1997. Assessment was ongoing and included both pre and post testing of student achievement levels. Implementation of classes began in September of 1997.

Key staff involved in this project included:

Director:

> Ms. Molly Bean: Currently Director of ABLE funded programs, Director of the Tri-County Tech Prep Consortium, Federal Talent Search Program, and Coordinator for the Erie Area School-to-Work Local Partnership

Assistant:

Ms. Bootsie Barbour: 10 years experience in ABLE funded programs. Currently Coordinator of the NW Professional Development Center. Function will be liaison with the EASTWLP.

Industry-Business Liaison:

Mr. Al Post: Currently coordinates the Tech Prep Job Shadowing program. Former owner of a construction company with direct linkages to the Erie employer network.

Instructors:

Eric Hamilton (Math) and Marsha Brugger (Communication):

Lutheran Home

Michael Post (Math) and Terri Gibson (Communication):

Alliance Plastics

Mary Gall (Math) and William Cross (Communication):

Corry Area School District

Michael Post (Math) and Dr. Marjorie Clark (Communication):

Wattsburg School District

The program was initiated by Dr. Richard Gacka, who was Director of Adult Education at the start of the fiscal year, but retired prior to program completion.

The expected audience for this report will be personnel from the PA Department of Education, as well as program directors. Instructional staff may have an interest in the alternative delivery models and the curriculum levels which are identified.

Information from and regarding the project will be disseminated through the following sources:

BUREAU OF ADULT BASIC AND LITERACY EDUCATION PROGRAMS
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

ADVANCE RESOURCE CENTER
333 Market Street
Harrisburg, PA 17126-0333

WESTERN PENNSYLVANIA ADULT LITERACY RESOURCE CENTER
5347 William Flynn Highway
Gibsonia, PA 15044

NORTHWEST PROFESSIONAL DEVELOPMENT CENTER
Northwest Tri-County Intermediate Unit, Erie Branch
670 West 38th Street
Erie, PA 16508

SECTION II: ESTABLISHING ADULT EDUCATION'S ROLE IN THE EMERGING AREA OF SCHOOL TO WORK TRANSITION

The activities undertaken in the project were derived from the need to clarify the role of Adult Education in the underlying reform included in the School to Work movement and articulate their role within the broader spectrum of workforce preparation. Four primary goals were derived within the project to resolve and bring light to the issues. The project goals were as follows:

Goal 1: To develop a "white paper" presenting a conceptual framework linking a hierarchy of adult basic education services and a hierarchy of employability and training.

Goal 2: Continue the formal standardized academic assessment of varying groups of adults and develop a regional "profile" of scores which are cross referenced with Department of Labor recommended prerequisite levels by occupational group.

Goal 3: To integrate ABLE funded services of the Intermediate Unit #5 Adult Education Program with the activities promoted through the Erie Area School to Work Local Partnership.

Goal 4: Implement Adult Education School-to-Work programming and conduct a formal field audit test of student gain scores.

The following activities were completed in order to meet stated goals:

Goal 1: A "white paper" was produced entitled "Adult Basic and Literacy Education Programming Consistent with Workplace Development" (see Appendix A). The document outlines 17 concepts underlying adult education within a framework of employability and training. Where appropriate, concepts are followed by discussion and implications sections. As shown in Appendix B, a written framework (outline) was presented at the Conference on Integrated Learning: The School-to-Career Connection in State College, PA. In November of 1997, and at the Mid-Winter Conference in Hershey, PA in February of 1998. The presentations dealt with the topic of adult School-to-Work programming and the integration of an O.V.T.P. model for secondary curriculum restructuring. The "O.V.T. P." model suggested calls for four tracks of educational preparation leading to four basic skill levels within various occupations, specifically Occupational (low skilled), Vocational (workforce ready following secondary vocational training), Technical (two year post secondary/associate or certificate training needed) and Professional (four or more years of post secondary training). The Wonderlic Basic Skills test is used to project academic readiness and/or potential success at each level, and corresponds the levels of the "O.V.T.P." model with levels of test obtainment.

The development of Adult Education Employability classes was the key outcome of the project (See Appendix C.)

Goal 2: In excess of 330 adult testing scores were added to an existing database of adult academic records for students applying to the Regional Skill Center for technical training (see Appendix E). Students applying for training are tested for both achievement and ability levels using the Wonderlic Basic Skills Test and Wonderlic Personnel Test prior to acceptance into one of five technical training areas at the Skill Center. Those who show a need for remedial training are referred to the IU#5 Adult Education programs, and both math and communication classes are available on-site at the Skill Center. Historically, students fare better in the verbal assessment component of the testing and are consistently lacking in math skills necessary for most technical training programs. GED levels for quantitative and verbal testing obtained from the 331 students during the 1997-98 school year are as follows:

GED LEVEL	**MATH**	**VERBAL**
GED LEVEL 0	2%	6%
GED LEVEL 1	33%	10%
GED LEVEL 2	57%	40%
GED LEVEL 3	8%	44%

The GED levels correspond to achievement in grades four (Level 1) through grade 10 (Level 3). For the purpose of this report, students scoring below grade 4 are considered at the "GED Level 0" and show extreme deficiencies in achievement levels and prognosis for any type of future higher level technical training is unlikely. (Note: The GED scale used in the WBST is not related to the GED Certificate Examination which is used to measure high school equivalency.)

The national mean score of 21 on the Wonderlic Personnel Test of ability is slightly higher than the Regional Skill Center's mean score of 20 and would suggest that students who fall much below the median would benefit from a slightly slower pace of instruction and more hands-on learning than the traditional lecture format. Students who scored below a score of 11 indicate significant problem solving impairment and will likely be best suited for low-skilled employment where decision making is not required. Scores below 15 indicate a poor prognosis for post secondary training as defined by the Ability to Benefit Legislation. However, students in the 15 to 21 range, and higher show ability to be successful in training for skilled employment. As scores move up the continuum, so does prognosis for technical training.. The results of the Wonderlic Personnel Testing are as follows:

Wonderlic Personnel Test Score	Number of Students
0-11	23
12-14	29
15-17	44
18-20	53
21-23	62
24-26	51
27-29	29
30 and up	15

Results of these findings were presented at a regional meeting of employers, as well as included at the Conference on Integrated Learning at State College in November of 1997 and then again at the Mid-Winter Conference in Hershey in February of 1998.

Goal 3: Through the Northwest Professional Development Center, a comprehensive listing of regional adult education program offerings throughout Region 1 was developed and is provided in directory format. The directory was provided as a resource tool to the Erie STW partnership and its Executive Committee. Further, the IU#5 Adult Education

Program and Professional Development Center was actively linked with the Erie Area School to Work web site at www.iu5.org/stw. (See Appendix G).

A major undertaking was the joint sponsorship and support needed to conduct the Erie Job Fair. An additional $6,000 for project expansion was requested and approved during the year through the Pennsylvania Department of Education, ABLE. The Erie Job Fair in past years had provided contact between employers and potential job seekers, but had not offered training in conjunction with needed skills. Prospective employees who did not possess the necessary skills for specific job opportunities did not have ready access to obtaining those skills for future employment. Through this grant the "Fair" was able to offer both employment as well as training opportunities to participants on-site.

Personnel from the Northwest Professional Development Center had attended past Job Fairs and listened to plans for the fourth annual Job Fair at local School-to-Work meetings. A set of assumptions were made which were as follows:

1. Highly skilled individuals who are in demand do not attend job fairs. Lower skilled individuals with superficial understanding of how people get jobs attend. The majority of people attending would benefit from a referral to some training entity.
2. Employers make yes/no decisions about hiring and do not perceive any role in referring for training. They need to be made aware of the training-employment link.
3. Employers may have real jobs but many are just collecting resumes. They can play role in referral to training organizations.
4. Trainers do not perceive employers as referral sources.

5. No one is acting as a "gate keeper" or "broker" between what employers' need and what potential employees need to learn.
6. Many of the applicants to the job fair are low skilled and would require remedial training before they could do anything above unskilled labor.
7. Some low skilled applicants are shortsighted and marginally motivated. They need to see training as essential and a positive step in their personal development. They need also to realize that employers are not going to change their demands, it is they that will need to come up to employer prerequisites.
8. There is not an innate drive for the employers and trainers to link up with each other. No one is showing leadership in this area.
9. ABLE needs to establish a role in the workforce development movement.
10. Somebody needs to inject energy, organization, and leadership. The Professional Development Centers can provide the needed leadership and act as the broker between employers and trainers.

With these assumptions in mind the Professional Development Center listed what they felt was needed to bring the Job Fair up to a level of professionalism and one integrating the employers and training organizations in the community. It was a concept that made sense of the word "School to Work" or "Work to School". A list of tasks that needed to be accomplished was taken to the first planning meeting at the Job Center. This list included the following items.

1. Secure a list of employers from the Job Center.

- Secure information about employee skills they are looking for.
- Contact each employer with information about employee training. Sell them on the idea that for many of the people training will be the key to their employability.
- Develop a spreadsheet of employers and contacts.
- Provide them with information about trainers and encourage them to visit the training providers during the job fair.

2. Secure a list of training agencies.

- Solicit participation and confirm positives
- Set specs for participation –glitzy, professional marketing look.--not just people sitting at card tables.
- Develop a spreadsheet of trainers.

3. Design a floor plan that provides aesthetically motivating integrated sections for employer interviews, trainer discussions, and employer displays. The idea was to develop a sense of energy and linkage between employment and training. Areas were set aside for employer interviews, trainers' interviews, and special presentation areas. The goal was to develop a true "convention" feel to the atmosphere.

4. The idea was to get employers to stress prerequisites and than refer individuals to training providers to see what training is available.

5. Position ABLE, Tri-County Adult Education and the NWPDC in the forefront. The idea was that Adult Basic Education was the foundation for all training and employment connections.
6. Labor unions were involved.
7. News media and local politicians were involved.
8. A viable team of Job Center workers, trainers, and project workers met regularly to monitor implementation of specific duties.

Implementation of Job Fair

The core planning team (ABLE/PDC person on the team) met at least weekly and oversaw all aspects of the planning and implementation of the major components of the Job Fair:

The general information area – an area where participants can review conference publications, sit and talk, and hear presentations of general interest.

The training providers area – an area where representatives from training facilities can discuss and interview conference events.

The technology area – an area where there would be displays of technology that would illustrate the job skills in demand in the region. A bank of ALEX career exploration computers were brought in from the Job Center.

The informative seminar area – two areas where small 30 minute seminars on a variety of topics could be provided on a 60 minute cycle.

Integration of the above mentioned with employer display and interview area and the Registration area.

Employers were contacted and provided with an orientation to the service providers who would be attending. Donations were solicited for materials that would contribute to the convention air. Pipe and Drape was used to upgrade the Civic Center to "trade show" status. As the planning progressed, systems were put in place for a smooth flow of participants between areas. Through the School-to-Work program students were identified for help in setting up displays, internal traffic control, and miscellaneous assistance. There had been media coverage for several weeks previous to the fair. On the day of the JOB FAIR there was live coverage by several TV stations, radio stations, and the local newspaper. (See Appendix H).

Local political dignitaries and representatives of the planning organizations were asked to attend a pre-lunch and participate in an open ribbon cutting ceremony. When the ribbon was cut, it was reported that one thousand people were ready to come to the "new and improved" Job Fair. The total number of people attending was close to 4,000. The goal of integrating training and employment was met with PDE ABLE up front as an integral part of the planning team. Employers were impressed with the professional caliber of the event. The comments were all positive from training organizations that felt that this was a good recruitment effort. More time for trainers and employers to network would be beneficial.

The Job Fair was a success. It met the goals of PDE ABLE, the Tri-County Adult Education and the Northwest Professional Development Center by bringing their knowledge of education, employment, and organizational skills to upgrading and promoting the Job Fair as a professional convention as well as PDE/ABLE having a presence in this arena. Plans are being made to build on the success of this year's fair for next year, and other organizations have committed to donating more money and time in the future after seeing how beneficial something like this was to the community.

Goal 4: A model program of employability classes was conducted in conjunction with groups of manufacturers and the Regional Higher Education Council. Four levels of classes were available: Work Hardening, Employability One, Employability Two, and Employability Three, each offering 60 hours of instruction structured around mastery of a specific set of "workplace" competencies (See Appendix C). The employability model emphasizes that the "three A's," ability, achievement, and attitude are all necessary components to success in any workplace training program, and are critical to differing degrees in different occupations, with greater mastery needed as one moves higher up the employment continuum.

The Work Hardening program was designed for students with little or no work history largely due to frequent turn over and termination stemming from poor behavior and attitudinal problems. The course stresses work ethic skills, and prepares the student for the basic motivation, attendance, work habits, and interpersonal skills expectancies that they will face in the workplace. Employability One provides foundation skills in both math and reading and builds upon the work ethic skills of Work Hardening, and prepares students for entry level, low skilled employment positions. Students who can demonstrate the competencies necessary for Level One mastery and wish to move ahead can progress to (or participate in) Level Two training. "Employability Two" was designed for individuals who are currently employed, looking for employment or attempting to move to a better paying position, and teaches intermediate level academic skills, such as algebra, geometry and business writing, while emphasizing actual workplace tasks and applied instructional techniques. Employers in this study frequently chose mastery of Level Two classes as a prerequisite to employment for new hires. The final level in the hierarchy of the four employability models teaches skills at the 10th to 12th grade level and is a preparatory course for individuals who wish to enroll in a post secondary training program at the associate or certificate degree level.

The four programs sponsored through this grant took place in the Corry and Wattsburg Area school districts, and at the Lutheran Home and Alliance Plastics in Erie, PA. Forty seven students were enrolled in the program, with between 10 and 14 students in each module. Pre and post achievement test results were completed by twenty students and are available for review in Appendix F. This number represents post testing of 42% of those enrolled and exceeds the 35% ABLE draft standard. Overall, greater increases were made in the math scores with students improving an average of 2.55 grade levels (or 81 points), while verbal scores increased .65 grade levels (or 24 points). The following chart shows increases within each program:

GRADE LEVEL INCREASES:

	Math/Pre	Math/Post	Increase	Verbal/Pre	Verbal/Post	Increase
Corry School District	9.5	11	1.5	10.5	10.5	0
Wattsburg SD	11.25	13.5	2.25	12.5	12.5	0
Lutheran Home	7.2	9	1.8	8.5	9.2	.7
Alliance Plastics	10.5	13.75	3.25	11.9	13	1.1

Although this component of the grant failed to meet its enrollment goal of 80 students due to logistical problems such as transportation and child care needs, it is felt that the outcome to those participants who did complete the program outweighs this shortcoming. The program was of benefit to both students and employers. Students were able to show certificates of mastery to prospective employers and gain employment, and employers demonstrated their value of the program both by hiring the "graduates" and by requiring some of their regular employees to participate in reading and math courses to improve their skills. Similar programs are planned within the IU#5 Adult Education programming for the 1998-99 school year, and strategies to assist with the issues of child care and transportation will be implemented.

SECTION III: CONCLUSIONS AND RECOMMENDATIONS

The project initiated tangible activities linking the role of Adult Basic Education to the School-to-Work movement. It created a framework in which a "Career Development Workplace" could evolve to create a seamless system of local and regional service providers inclusive of Adult Basic Education. Presentations were conducted at regional workshops that dealt with the topic of School-to-Work programming and the restructuring of secondary curriculum. The continuation of all efforts are needed to insure integration of ABLE funded programs into School-to-Work initiatives.

Directories of ABLE and PDC services are now available to the local and regional School to Work partnerships and the linkage of these resources to the local School to Work web site were positive outcomes of the project, as well as the joint sponsorship with the Erie Area Job Fair. These are the kinds of partnership activities that will be continued and planned for as a result of the accomplishments of the project.

Lastly, the development of model employability classes and their implementation is seen as a significant achievement. It was the cooperation of groups of manufacturers and the Regional Higher Education Council that resulted in the successful debut of these workplace training programs. These initiatives will continue to be a part of IU#5 ABLE programming in the future as the result of the success of the students, as well as the benefit to employers and industry.

APPENDIX A:

Adult Basic and Literacy Education Programming Consistent with Workforce Development

Adult Basic and Literacy Education Programming Consistent with Workforce Development

Concept 1: There are multiple continuums that underlie adult education. There are few hard and fast rules or generalizations because most adult learning reflects accommodations made by the individual to compensate for the diverse distribution of underlying characteristics.

	Level of Distribution		
Characteristic	**Low**	**Moderate**	**High**
Ability	Mentally Retarded	Average	Gifted
Achievement	Illiterate	Average	Talented
Physical Impairments	Multiple and/or severe	Mild	None
Attitude	Unmotivated	Average	Creative
Support System	None	Average	Extensive
"Personal" Distractions	Multiple and severe	Average	None

Each characteristic manifests itself to varying degrees in any individual but different characteristics can simultaneously manifest at different levels.

Discussion: The tendency in adult education is to make assumptions about some "typical" or "average" level of the characteristic under study. In reality, each characteristic shows wide distribution. When the fact is recognized that these characteristics are frequently inter-related and never occur in isolation, the complexity of the underlying dynamics becomes evident.

Implication for practice: Because such underlying "causality" is so complex and varied it should be assumed that no "one size fits all" intervention will be completely effective. It is very likely that diverse intervention systems will be necessary and any "treatment of choice" will reflect the need to "trade off" benefits and drawbacks of any decision. Additionally, while groups will share characteristics, within their categorical grouping (i.e. label) there will wide be significant diversity in varying characteristics. As a result, acceptance of the concept of "sub-populations within sub-populations" is essential. Frequently this is overlooked when generic "labels" are assigned in an effort to categorize what is a range of behaviors.

Concept 2: Three major critical skill areas underlie success in employment. They are ability, achievement, and attitude.

Ability	Achievement	Attitude
The cognitive skills needed to solve problems and to utilize existing knowledge in new ways. Ability, includes executive processing skills such as concentration, memory, and abstract reasoning as well as traditional verbal and visual symbolic processing. Modern theory suggests the existence of "multiple intelligences" and/or multiple "learning styles" although there continues to be recognition of the existence of a general level of ability or "g factor."	The mastery of tool knowledge and ability to apply that knowledge. Major components include mathematics reasoning and computation, reading technique and comprehension, writing, sciences (including physics, biology and or chemistry), general knowledge (geography and social sciences) and broad communication skills. Documents such as SCANS suggest the need for other additional broad areas of prerequisite achievement.	A wide range of supporting emotional, and behavioral attributes that underlie the utilization of ability and achievement. Includes such things as appearance, motivation, punctuality, responsibility, reaction to supervision, etc. and frequently considered under the general areas of "personality," "maturity" and "work ethic."

Discussion: Successful employment demands proficiency in a range of skills and behaviors. However, the specific demands vary by the type and complexity of employment. Job classification systems exist which identify the demands of each job, in some cases assigning numerical ratings for ability and achievement prerequisites. This information would be useful in matching individuals with the specific types of work for which their abilities would be compatible. The three key areas noted above (the "3 A's) are critical to differing degrees in different occupations, some requiring high levels of all three and some require only proficiency in the area of attitude. Generally, the higher up the continuum of job status, the greater the level of mastery in all three areas which is required.

Implication for practice: Adult Education programs must address development of prerequisites and advanced skills in the three key areas. Within each of these general areas there are a range of specific skills, i.e. under attitude one would address a wide range of "work ethic," "executive management, " "mood," and "psychiatric" factors. Frequently, this will necessitate the involvement of ancillary or "support" programs but it is critical that these services be integrated with the main intervention and not be provided as fragmented and/or independent from the main workforce preparation effort. These support services themselves will reflect continuums in terms of costs, availability, and quality.

Concept 3: There is a continuum of academic and behavioral rigor within the universe of "employability." Generally, as one moves up the employment ladder both the level of rigor and expected areas of proficiency increase.

Unemployed	Requires no skills.
Low Skilled	Jobs that require little or no special training or skill. Jobs that a person could start with minimal explanation or "on the job training." Stock person, telemarketing, fast food counter work, veterinary assistant
Trade	Jobs that require specific skill that can be developed in a focused vocational program, i.e. an AVTS program. Carpenter, mason, cosmetologist
Technical	Jobs that require rigorous post-secondary training or on-the-job training, frequently linked with proficiency in some academic area. Often requires an associate degree or certification in a specific area for employment Radiological technician, CAD operator, electronics repair, etc.
Managerial - Technical	Jobs that require specific proficiency in a technical area and the ability to manage projects and/or personnel. Frequently require same formal training as technical but also proven on the job experience. Manufacturing manager, quality control manager, process engineer, etc.
Professional	Jobs that require a minimum of a bachelors degree for admission. Frequently training is linked to some type of certification or license. Teacher, architect, lawyer, physician, etc.

Discussion:. Jobs vary in the "rigor" or increasing difficulty of demands which are made upon the individual. Many occupational categorization systems exist which rank jobs according to their level of difficulty and which indicate the level of training and job prerequisites which would be appropriate for each.

Implications for practice: Success in employment depends on "matching the person to the job," an integral part of which is the ability to articulate the demands presented by each type of employment. Individuals frequently lack objective data relative to the demands of jobs they think they would like to pursue or their level of mastery of prerequisite skill. As a result they pursue employment for which they have a poor prognosis of success. Additionally, program personnel who are not aware of the levels of expectancy for any designated type of employment may inappropriately counsel adults relative to jobs or training to pursue.

Concept 4: Given the continuum of levels of rigor, students enter pre-employment training with differing prognoses for achieving success. Their potential for success reflects a continuum.

Unemployable due to an absence of prerequisite fundamental marketable skills	Some individuals have such severe deficiencies in any or all of the three critical areas that they are unemployable in terms of competitive employment.
Employable within a supportive setting but not in a competitive environment.	Some individuals would be capable of sustaining employment in a setting where special adaptations are made , including provisions for mentoring or supervision. These individuals might obtain, but could not sustain, competitive employment.
Employable in a competitive environment but needing training in order to obtain entry level competitive employment	Some individuals are capable of employment but are in need of training in one or more of the key areas in order for them to be successful in sustaining employment.
Employed but needing training for job mobility and/or security	Some individuals are employed but need to update skills to sustain employment or advance to a more rigorous position.
Spontaneous pursuit of **training for personal improvement**	Some individuals voluntarily select to improve skills for employment or personal reasons.

Discussion: All individuals come to potential employment with a range of strengths and deficiencies. The extent and significance of deficiencies will impact an individual's prognosis for success in employability, in some cases making the individual unemployable or employable only in specially structured positions. Competitive employment necessitates an inherent component of compliance with external requirements, a factor which exists concurrently to all technical and academic demands and which for many individuals makes sustained employment difficult.

Implications for practice: The status of prerequisite skills of varying levels of employment will determine the duration and intensity of instruction which will be required.

Concept 5: A continuum of training rigor exists, that is, some training is more cognitively and/or physically demanding than others. The OVTP model for curriculum organization provides for training at all levels of sophistication.

Occupational	Vocational	Technical	Professional
Educational training which leads to low skilled or unskilled employment.	Educational training which leads to skilled employment.	Educational training equal in rigor to a "college track" program but which generally concludes with an associate degree or certificate in a technical field.	Educational training preparing the student for pursuit of a baccalaureate degree program.
High school diploma desired but not necessary.	High school diploma (general program) and attendance at an AVTS is common. Some may pursue a formal post-secondary technical school program.	High school diploma (academic track) and some form of technology education is preferred. Industry certification is common	High school diploma (academic track) with intent to move directly into a 4 year college degree program.
Academic demands are low	Academic demands are integral to mastery of specific vocational skills.	Academic demand is high especially in the areas of math and science.	Academic demand is high but will vary with the reputation of the college and nature of the degree being sought.
Special needs and at risk students are prominent.	Higher functioning special education and at risk students are common.	Few special education or at risk students demonstrate prerequisite ability and achievement levels.	Few special education or at risk students demonstrate prerequisite ability and achievement levels.

Discussion: Training programs parallel the continuum of jobs, ranging in complexity and sophistication from those which require little or no formal training to those which are academically demanding and which require specialized skills. These levels vary significantly in terms of the location at which they are provided and the segment of the overall population from which they tend to draw. The less demanding the rigor of the program, the more appropriate it is for those students showing deficiencies in the three critical areas of development. Different levels of rigor can be programmed for at the same facility, becoming known as "tracks" within a larger program.

At the same time, the innate characteristics of some jobs make them appropriate within a specific point on this continuum. Jobs at the lower levels are being eliminated and specific efforts by employers to retain meaningful work for that group of individuals who are capable of only unskilled employment will be necessary.

Concept 6 Jobs share common characteristics and can be grouped into "occupational clusters." Student "interests" may reflect basic personality factors which also can be related to clusters. Thus, workforce training can be structured around the concept of clusters.

Cluster Area	**Characteristics**
Health Sciences	Provide services focused on maintenance health and wellness, identification and treatment of illness.
Construction Trades	Plan, build and maintain physical structures.
Business and Finance	Provide services for the creation, operation, and delivery of retail, financial, insurance, and or management services.
Food Services	Provide services related to meal planning, preparation, and delivery.
Human Services	Provide social services in areas such as education, family support, mental health, and government.
Manufacturing Engineering	Provide services dealing with the design, production, and sales of capital goods.

Discussion: Almost all vocational counseling systems utilize the concept of "job clusters," the grouping of jobs according to the major types of services provided. Vocational interest testing systems also rely on the concept of clusters in their interpretation. While the number of clusters vary with different classification systems, the fact remains that the concept of clustering (and its associated coding system) represents the key to a wide variety of information about job characteristics and requirements. There is some thought that an individual's vocational interests are to some degree a reflection of significant underlying personality factors. Thus, their interests are to a degree are a reflection of their personality, a concept which has extreme relevance to the issue of their motivation to pursue and participate meaningfully in training.

Within each cluster area, jobs will vary significantly in terms of their sophistication and prerequisites in each of the three key areas. In each cluster the specific jobs can be classified according to their difficulty.

Implications for practice: Academic instruction should be provided in an applied manner and should be tailored to the vocational cluster selected by the client.

Concept 7: Incorporating the concept of educational rigor with the concept of occupational clusters.

	Occupational	Vocational	Technical	Professional
Health Sciences	Orderly, patient transportation.	Nurse assistant	Radiological technician, respiratory therapist.	Physician, hospital administrator
Construction Trades	Laborer, driver	Carpenter, brick layer, plumber	Draftsman, surveyor, HVAC technician	Architect, Lawyer
Business and Finance	Clerk, retail sales.	Accountant	Computer technician	CPA, investment analyst.
Food Services	Dishwasher, counter worker	Cook	Nutritionist	Restaurant owner,
Human Services	Clerk, day care worker	Child Care Attendant	Nurse, Executive Secretary	Psychologist, teacher
Manufacturing Engineering	Machine operator, laborer	Maintenance	CNC operator, CAD specialist	Engineer

Discussion: Within every occupational cluster area there are jobs which range from unskilled to professional. A student can be provided with access to a level of training rigor consistent with their ability and current skill levels and at the same time can have upward mobility to the degree to which they are willing to pursue. This concept results in the emergence of a "schools within a school" approach to curriculum.

Concept 8: There is a relationship between prerequisites in key areas and the continuum of rigor provided in training.

	Occupational	Vocational	Technical	Professional
Ability	Mild	Moderate	High	High
Achievement	Mild	Moderate	High	High
Attitude	Moderate	High	High	High

Discussion: Various levels of employment differ in their level of difficulty. Difficulty is defined as the number and extent of skills required of the employee in the three major areas. Some unskilled occupational jobs can be obtained and sustained with only competence in the Attitude area, (i.e have good social skills and be responsible) while professional level employment requires extensive competence in all three areas. If the individual shows limitations in some areas, i.e. ability, the type of employment can be targeted that is consistent with the individual's status.

Concept 9: There should be a continuum of training options reflecting the varying degrees of intensity of service delivery that is required by differing sub-populations.

Intensive case management	Student has multiple, chronic, or severe impairment (mental, psychological) and requires ongoing monitoring because they cannot work independently.
Supportive Employment	Student is unable to work or learn a specific work task independently but can do so with intensive supervision or in a setting where artificial support mechanisms can be implemented.
Work Hardening	Student requires formal instruction in underlying "foundation" work readiness skills that might be taken for granted in most individuals. Frequently this includes "work ethic" and "self regulatory" components.
Adult Basic Education	Student requires formal instruction in academic skills generally taught below the high school level. This can vary from illiteracy to lack of job related academic skills.
Vocational Preparation	Student receives training in a "trade" such as carpentry, masonry, etc. Generally, such training requires specialized basic academic skills and a set of specialized manual skills.
Technical Preparation	Student receives a rigorous academic training program (frequently comparable to a college track program), training in problem solving, and training in a specific set of technical manipulative skills.
On the job training	Student is assumed to possess adequate basic academic skills and receives company provided skill training in a specific process or on a specific machine
Associate Degree Training	Students pursue a 2 year college level program but one which is more vocationally oriented and has greater emphasis on specific manipulative skills.
Bachelor Degree Training	Students pursue a 4 year college level program. The program may be targeted toward preparation for one of the professions.
Graduate Degree Training	Students pursue additional training, usually prerequisite to some form of additional certification and/or license.

Concept 10: Instructor variables add to, or detract from, the effectiveness of any given instructional setting. It is not just the model but the quality of delivery within the model that makes the difference.

Instructor Variable	Examples
Mastery of Information	Teacher is knowledgeable or skilled at the academic or technical skills to be developed.
Motivation to teach	The teacher shows drive to impart knowledge and skill to the student.
Relevance of the instruction to the training plan	The information is inherently relevant to employment and is presented in a way that helps students to make the link between learning and later job performance.
Effectiveness of the delivery	The teacher presents lessons in a way that the student shows positive behavioral and attitudinal change.
Rapport with the client	There is mutual respect between instructor and student.
Focus on competence development	The educational environment is focused on the development of desired skills.
Assessment of mastery	The instructor continually assesses student performance and changes methodologies and materials accordingly.

Discussion: While structural and organizational issues are important, the reality is that the quality of instruction is still at the heart of the teaching process. The teacher-student equation has many elements, any of which can increase or decrease the effectiveness of the situation. The issue of the quality of instruction has to remain at the forefront of the discussion and quality instruction can be provided within any of a number of structural models.

Concept 11: The validity of information available to key decision makers is critical to the designation of the curriculum or materials to be used.

Strong possibility of invalid information	Second hand information based on subjective or biased information
	Second hand information with cautious generalization.
	Direct observation with subjective comparisons
Strong possibility of valid information	Direct observation and comparison with objective criteria.

Discussion: Frequently, there are meetings to obtain input relative to desired practice or structural patterns. Too frequently however, this information is obtained by individuals with an inherent bias, sometimes with clear self preservation goals or without any external third part objective assessment. Frequently, calls for change are solicited from the very individuals who are responsible for the status quo or who have a predetermined political position and as a result recommendations for real change are not forthcoming. Two prerequisites for valid data are the existance of predetermined criteria for observation and objective input by a non-biased observer.

Concept 12: The degree of control mandated by federal and state bureaucracies can constrict the effectiveness of programming at the local level.

Macro-management	Regulatory agent sets broad parameters or prerequisites but does not specify methods or procedures. Minimal regulation.
"Arms Length" Regulation	Regulatory agent sets broad parameters or prerequisites and elaborates with general guidelines for methods or procedures for implementation.
Micro-management	Regulatory agent sets specific parameters or prerequisites and specifies in detail methods or conditions for delivery. Maximal regulation.

Discussion: Throughout the discussions pertaining to the establishment of Charter Schools one theme was consistently heard: the primary benefit of such a model would be relief from excessive bureaucratic regulation. Frequently the lips speak deregulation but implementation reflects micro-management. It is not possible to legislate quality, it must come from within a program. Forms, processes, procedures, data collection and pieces of paper replete with signatures do not make a quality program. Local autonomy within a framework of structured criteria and standards would appear more desirable than external micro-managment.

Concept 13. Responsibilities of each party, (funding source, provider, and recipient) in the instructional relationship need to be identified.

Funding Source	• Here is what we want you to achieve through the expenditure of these monies or what will you do if you are granted these monies. • Here are some guiding principles for you to follow in structuring the activities you develop. • Here is the information you need to provide to us so that we can monitor your success in achieving the goals of the project. • Here are the criteria against which the progress of your students will be measured.
Provider	• Here is what we need to do if we receive monies from the funding agent. • Here is what you need to do in order to learn new skills. • This is what our funding source expects us to achieve.
Recipient	• What do I need to do to improve my skills. • How will my performance be measured. • What are the rules which I will need to follow.

Discussion: Too frequently programs are funded or initiatives are launched from the state (or local) level with inadequate understanding by all parties of the purposes and expectations of the activity. At other times the verbalized expectations of the funding source are realistically unobtainable (although politically correct) so that they become meaningless at the level of the provider and recipient. It is critical that there be a formal understanding of the expectations and purposes of all parties to the project so that there is consistent assessment of project status.

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Concept 14. Basic skills are relative to the goal level on the continuum of rigor.

Unskilled	Basic work ethic and elementary level academic skills
Trade	High school level proficiency in specific application of academic skills.
Technician	Problem solving ability and mastery of college level academic skills.

Discussion: Frequently, specific terms are utilized as though they had universally consistent meaning. Unfortunately, it is frequent that the same term has different meanings to different populations. The words "basic skills" reflect such a term, having very different meanings to the employer, educational and volunteer literacy communities. Movement toward a focus on competencies could provide the "common denominator" necessary to overcome this language barrier.

Concept 15: Assessment of programs and student gain must be done using consistent measurement systems under similar situations.

Concept 16: Underlying assumptions upon which needs are established must be valid.

Concept 17: Each individual lies somewhere on the continuum of societal asset/liability status.

Major Liability	Individual demonstrates levels of functioning which necessitate the extensive involvement of a wide variety of support, legal, educational, and/or mental health services. The individual draws significant financial and programmatic resources from society.
Neutral	Individual utilizes resources but shows potential for future repayment.
Major Asset	Individual demonstrates levels of functioning which show independence and addition of resources in order to pursue training.

APPENDIX B:

Academic and Ability Profiles of Adult and School Age Populations (Presentation Notes)

1 Academic and Ability Profiles of Adult and School Age Populations

Dr. Richard Gacka
Conference on Integrated Learning
School-to-Career Connection
Nov. 19, 1997

2 Why a Presentation on Student Profiles?

- Our test data suggests the existence of widespread academic deficiencies.
- In light of increasing demands by employers, some intervention appears necessary.
- Emphasis on "workforce development" fails to recognize the scope of the problem of low academic skills in the "non-affiliated" population.

3 Objectives of Our Activities

- To identify the status of various adult and secondary student populations.
- To develop a "cognitive framework" for the development of appropriate types of programs
- To design and implement programs consistent with the framework.

4 Instruments Used in the Study

- Wonderlic Personnel Test
    - A test of general ability
- Wonderlic Basic Skills Test
    - Reading
    - Quantitative

5 Scoring Conventions Needed to Understand the Data

- GED Levels were developed by the US Department of Labor
    - Six Levels in the DOL system - the WBST measures Levels 1 through 3
- Scoring within GED Levels on a scale of 0 - 500
- Minimum Adequacy: a score of 265 means 65% of the items at that level of difficulty were correct.
- Mastery: a score of 350 means over 80% of the items at that level of difficulty correct.

6 Student Achievement Levels (see attached charts)

- Profiles of Regional Skill Center Applicants
- Profiles of Adult Students in "remedial" programs
- Profile of Employed Adults
- Profiles of AVTS students
- Profiles of secondary students in regular classes

7 Conclusions Drawn from the Data

- Extensive objective data indicates that serious academic deficiencies are commonplace in the adult population.
- Extensive objective data exists that indicates that deficiencies in sub-groups of the current secondary population are present and will present future problems within the area of workforce preparation.

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Scale of General Educational Development (GED)

Mathematical Development	Language Development
Level 3	**Level 3**
Compute discount, interest, profit and loss; commission, markup, and selling price; ratio and proportion, and percentage. Calculate surfaces, volumes, weights, and measures. **Algebra:** Calculate variables and formulas; monomials and polynomials; ratio and proportion variables; and square roots and radicals. **Geometry:** Calculate plane and solid figures; circumference, area, and volume. Understand kinds of angles, and properties of pairs of angles.	**Reading:** Read a variety of novels, magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment, and methods and procedures in mechanical drawing and layout work. **Writing:** Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech. **Speaking:** Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.
Level 2	**Level 2**
Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.	**Reading:** Passive vocabulary of 5,000-6,000 words. Read at rate of 190-215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation. Read instructions for assembling model cars and airplanes. **Writing:** Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs. **Speaking:** Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.
Level 1	**Level 1**
Add and subtract two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart; inch, foot, and yard; and ounce and pound.	**Reading:** Recognize meaning of 2,500 (two- or three-syllable) words. Read at rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers. **Writing:** Print simple sentences containing subject, verb and object, and series of numbers, names, and addresses. **Speaking:** Speak simple sentences, using normal word order, and present and past tenses.

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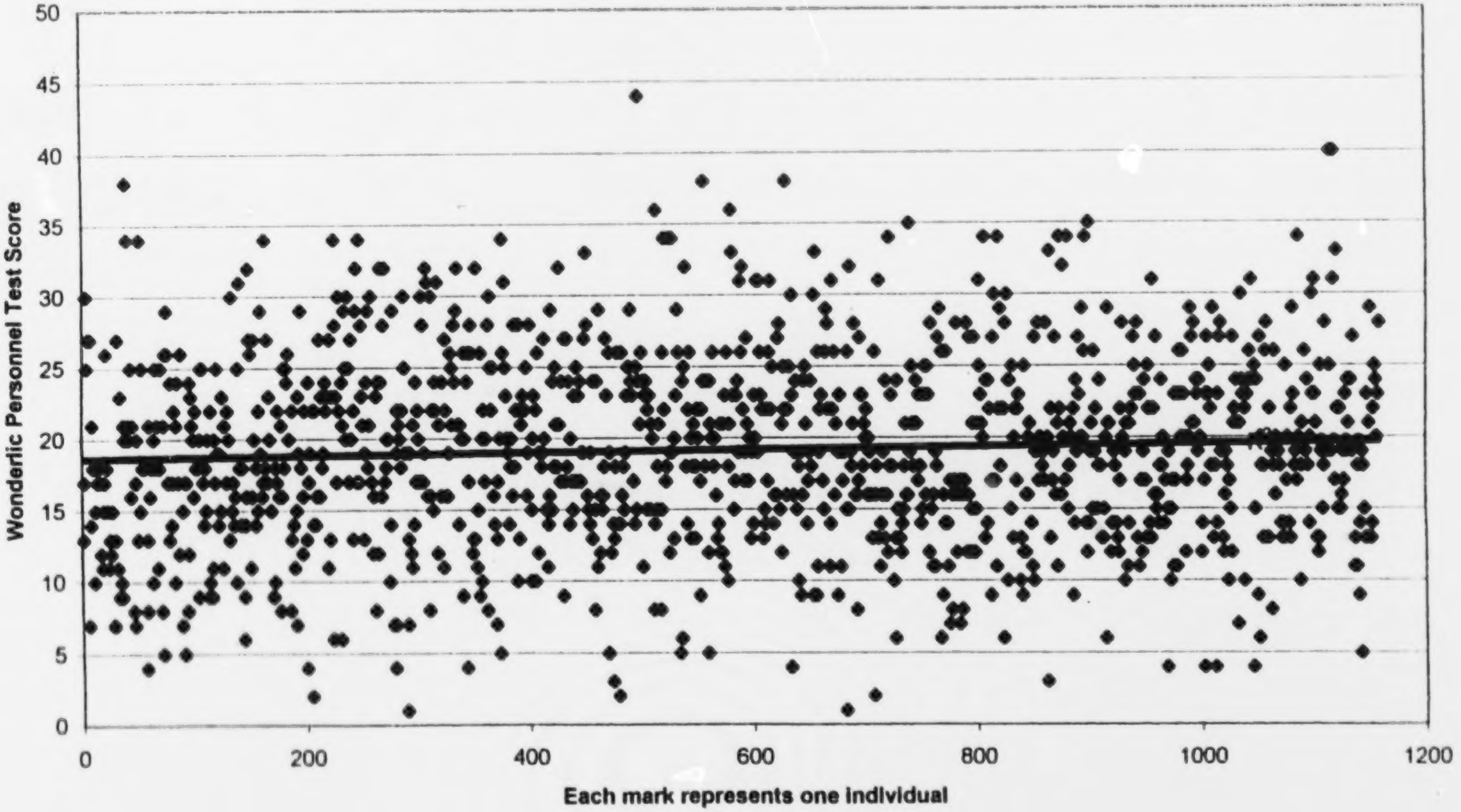
Scattergram of Regional Skill Center Wonderlic Personnel Test Scores - 3 Yr. History 7-94 through 6-98



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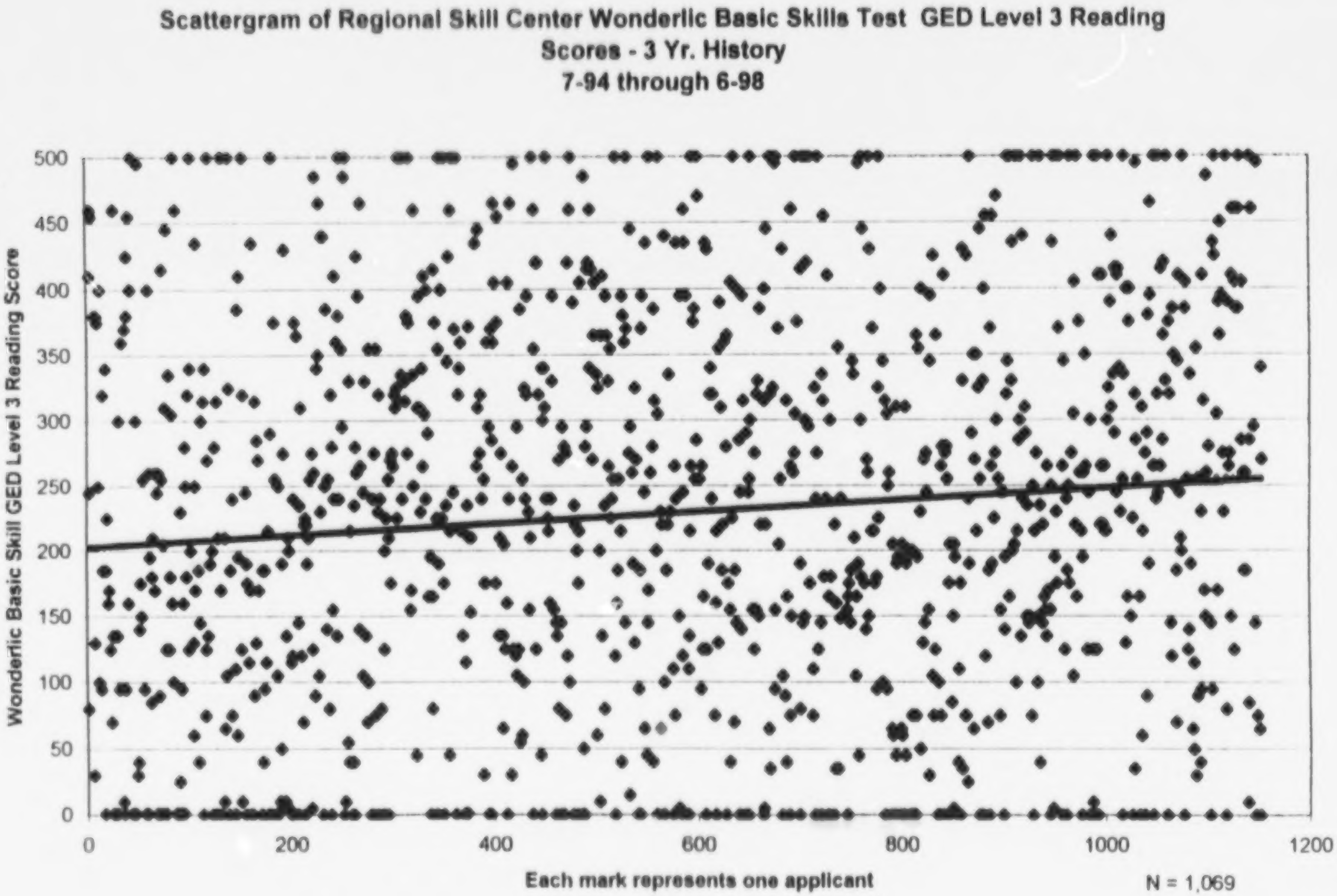
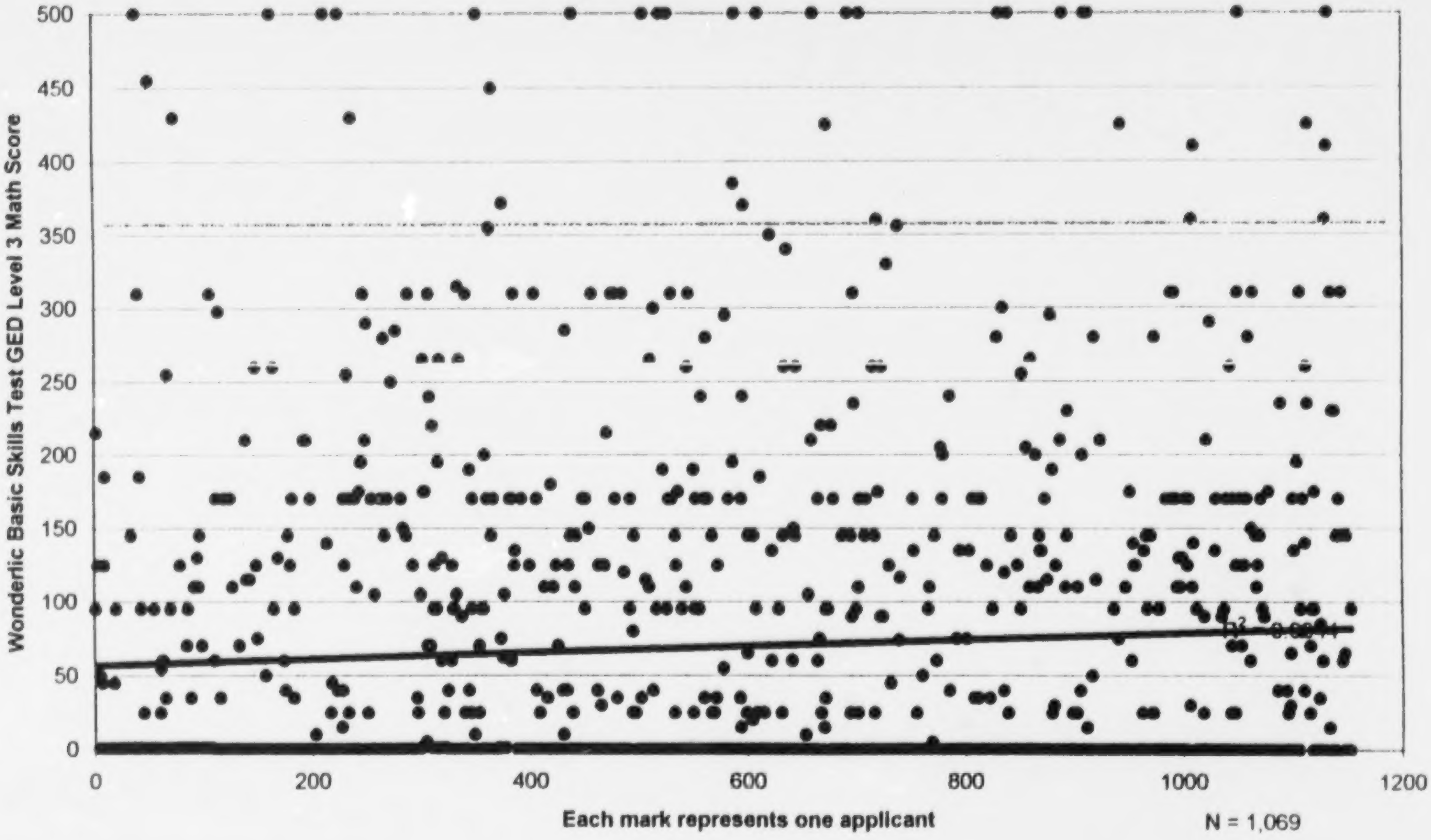
Compiled by Dr. Rich Gacka

NW Tri-County IU5 Adult Education Program

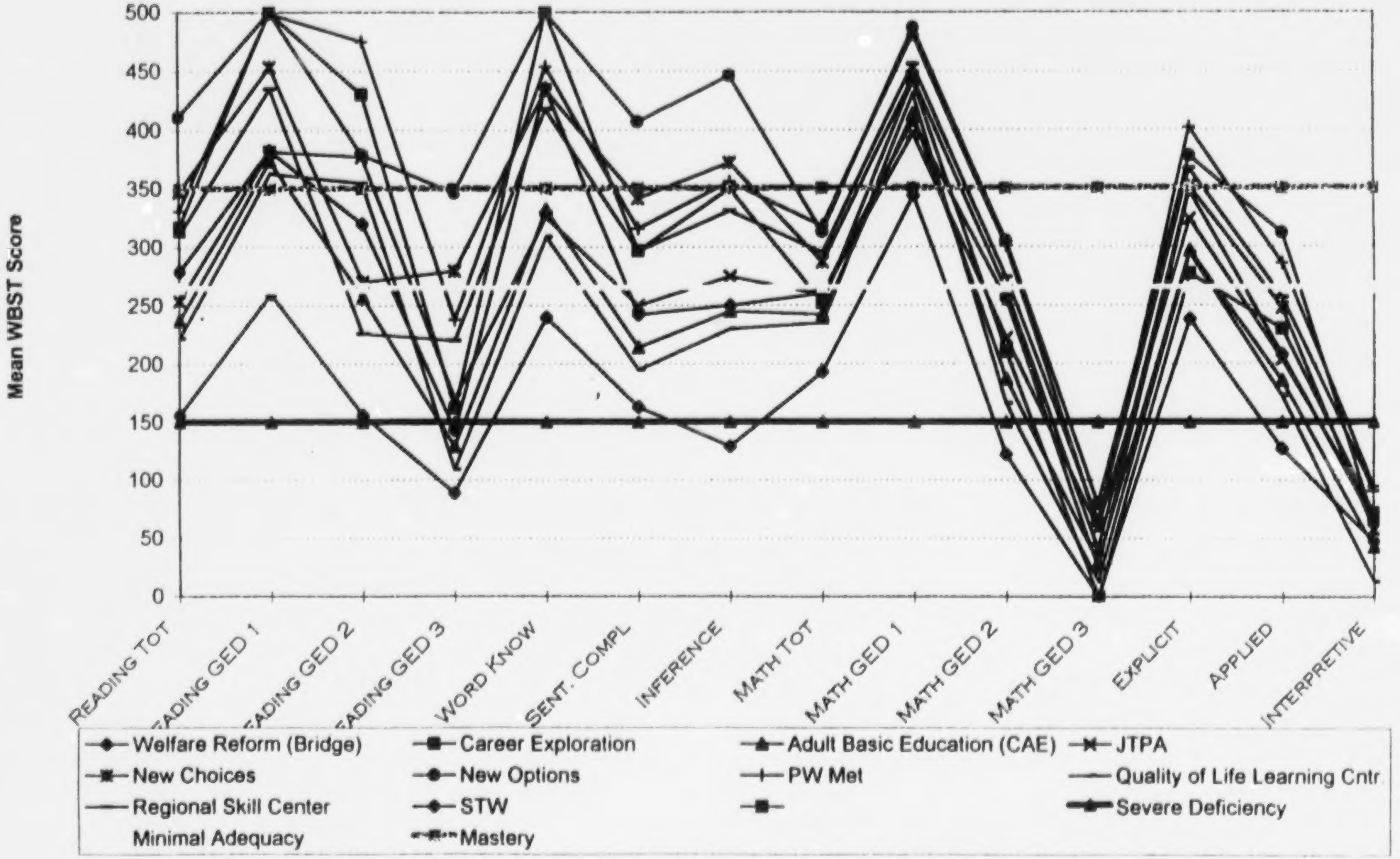


Scattergram of Regional Skill Center Wonderlic Basic Skills Test GED Level 3 Reading Scores - 3 Yr. History
7-94 through 6-98

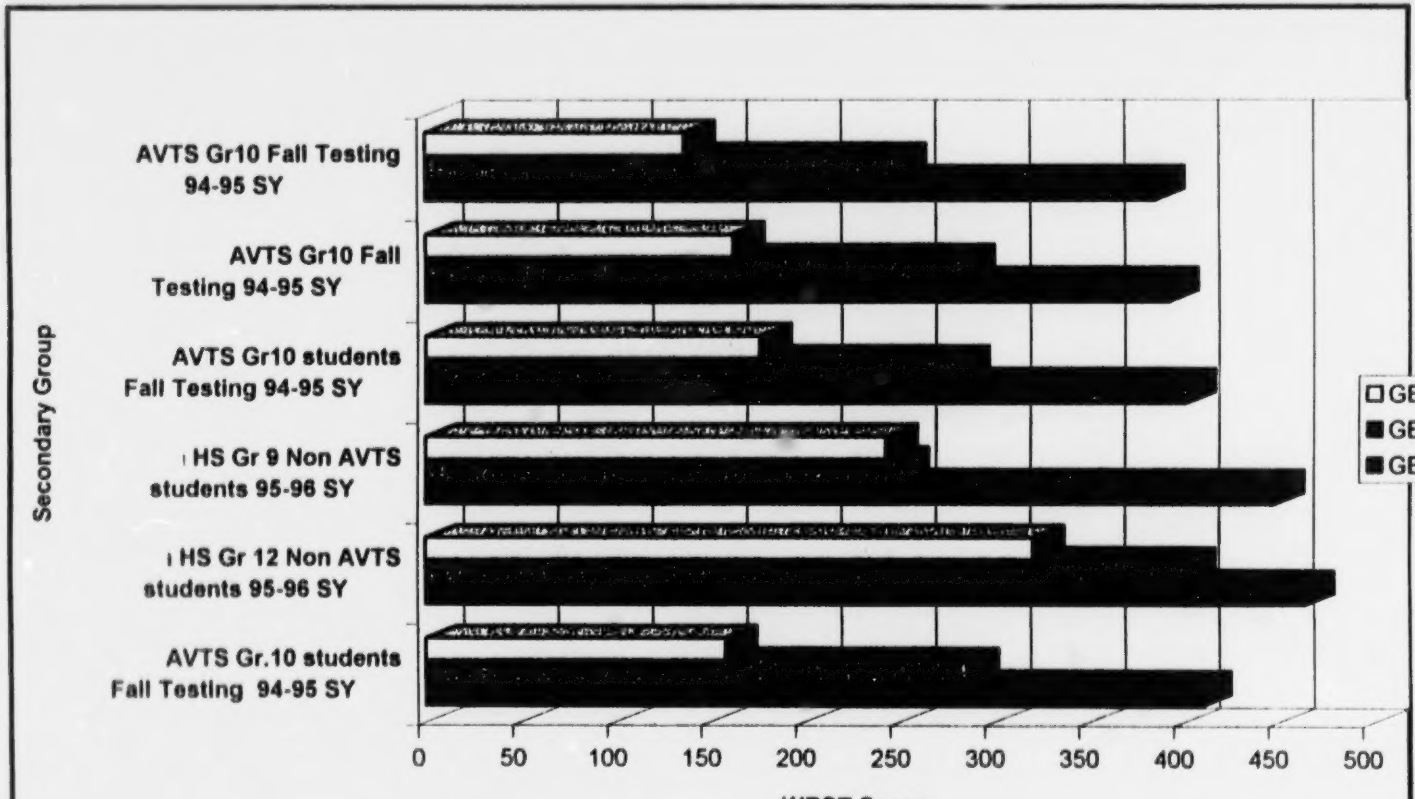
Scattergram of Regional Skill Center Wonderlic Basic Skills Test GED Level 3 Math Scores - 3 Yr. History 9-94 through 6-97



Comparison of the Mean Scores of Various Adult Groups

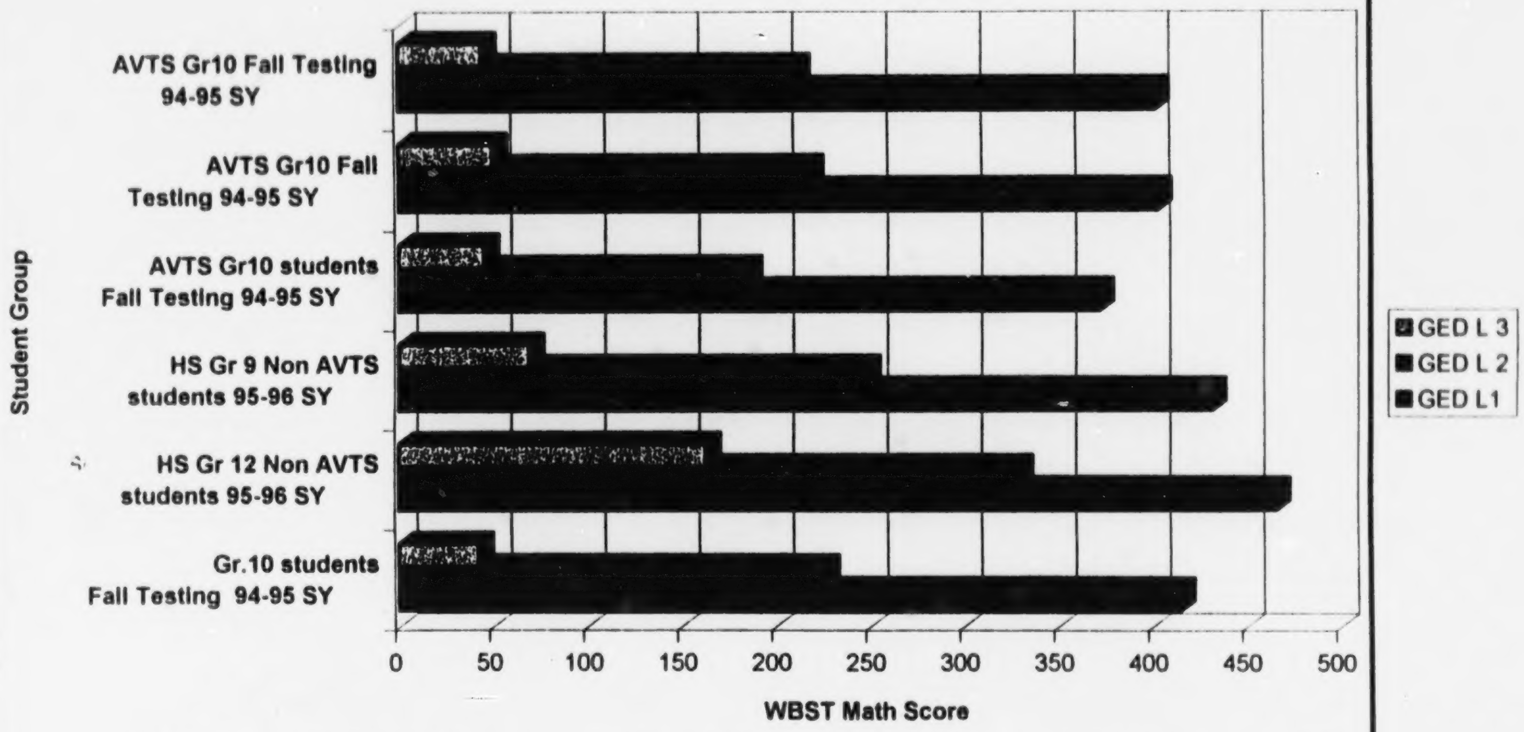


Summary of Average Reading Scores of Secondary Students



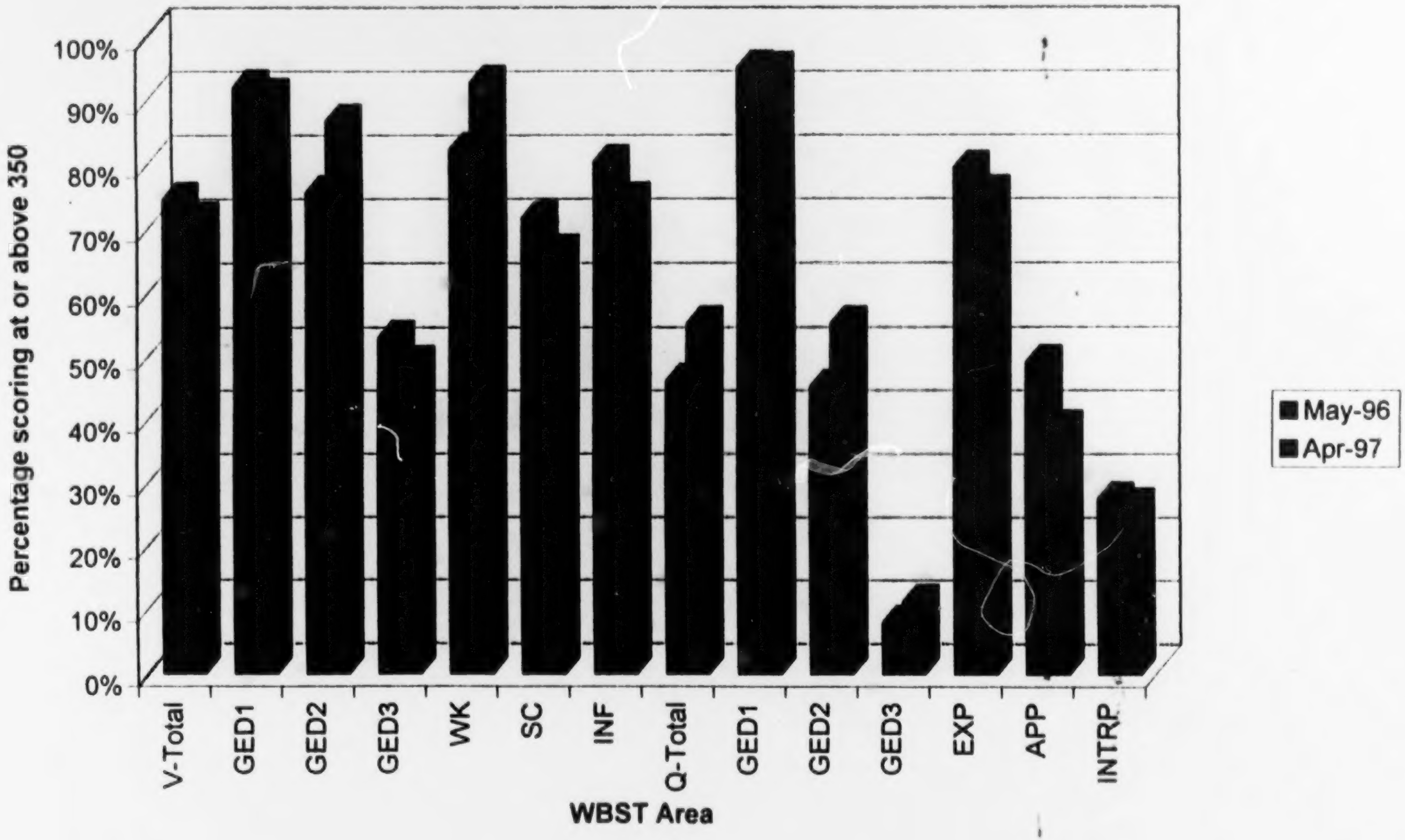
AVTS n= 231, Gr. 12 = 103, Gr. 9 n = 135, AVTS n= 83,
Eri AVTS = 254, AVTS n = 77

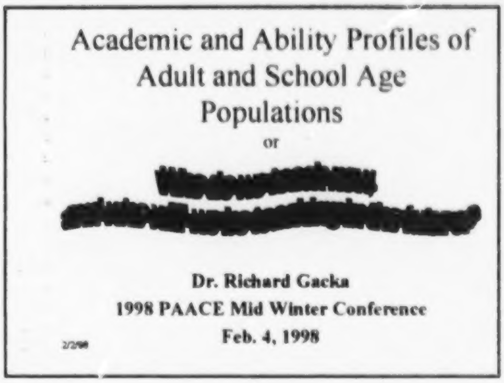
Comparison of Average Math Scores of High School Students by GED Level



231, Gr. 12 = 103, Gr. 9 n = 135, n= 83, n = 254, n = 77

Percentage of Total Grade 12 students at High School Scoring 350 or above on Wonderlic Basic Skills Test - '96 and'97





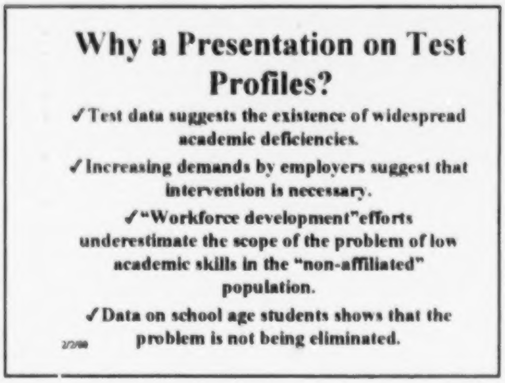
Academic and Ability Profiles of Adult and School Age Populations

or

[redacted]

Dr. Richard Gacka
1998 PAACE Mid Winter Conference
Feb. 4, 1998

2/2/98



Why a Presentation on Test Profiles?

- ✓ Test data suggests the existence of widespread academic deficiencies.
- ✓ Increasing demands by employers suggest that intervention is necessary.
- ✓ "Workforce development" efforts underestimate the scope of the problem of low academic skills in the "non-affiliated" population.
- ✓ Data on school age students shows that the problem is not being eliminated.

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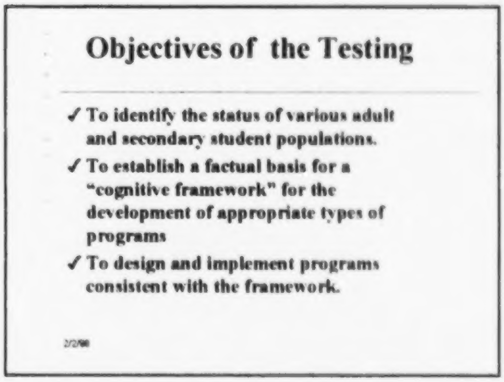

Objectives of the Testing

- ✓ To identify the status of various adult and secondary student populations.
- ✓ To establish a factual basis for a "cognitive framework" for the development of appropriate types of programs
- ✓ To design and implement programs consistent with the framework.

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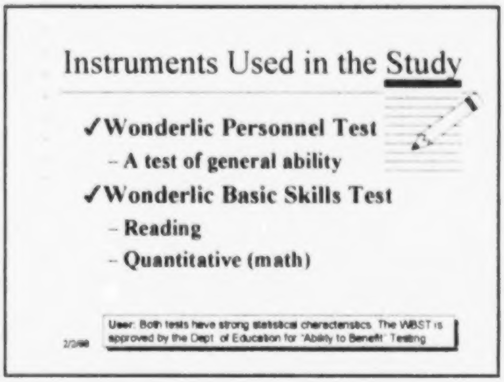

Instruments Used in the Study

- ✓ Wonderlic Personnel Test
  - A test of general ability
- ✓ Wonderlic Basic Skills Test
  - Reading
  - Quantitative (math)

User: Both tests have strong statistical characteristics. The WBST is approved by the Dept. of Education for "Ability to Benefit" Testing

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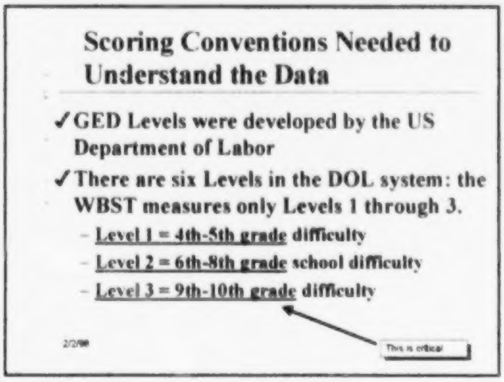

Scoring Conventions Needed to Understand the Data

- ✓ GED Levels were developed by the US Department of Labor
- ✓ There are six Levels in the DOL system: the WBST measures only Levels 1 through 3.
  - Level 1 = 4th-5th grade difficulty
  - Level 2 = 6th-8th grade school difficulty
  - Level 3 = 9th-10th grade difficulty

This is critical

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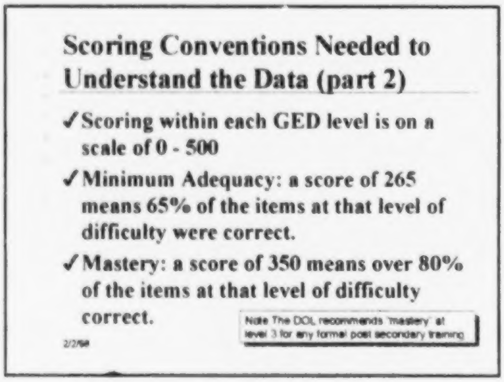

Scoring Conventions Needed to Understand the Data (part 2)

- ✓ Scoring within each GED level is on a scale of 0 - 500
- ✓ Minimum Adequacy: a score of 265 means 65% of the items at that level of difficulty were correct.
- ✓ Mastery: a score of 350 means over 80% of the items at that level of difficulty correct.

Note: The DOL recommends "mastery" at level 3 for any formal post secondary training

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Scoring Conventions Needed to Understand the Data (part 3)

- ✓ The national mean for the WPT is 21
- ✓ A score below 15 indicates moderate problem solving difficulty
- ✓ A score below 10 indicates severe problem solving difficulty - and a poor prognosis for competitive employment

User: Correlation between WPT-WAIS VIQ = .82

User: Norms based on N> 200 000

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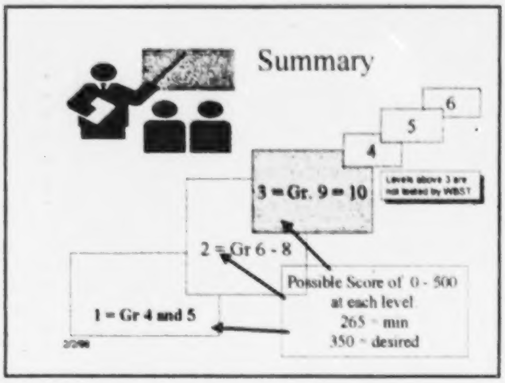

Summary

1 = Gr 4 and 5

2 = Gr 6 - 8

3 = Gr. 9 - 10

4

5

6

Levels above 3 are not tested by WBST

Possible Score of 0 - 500
at each level
265 = min
350 = desired

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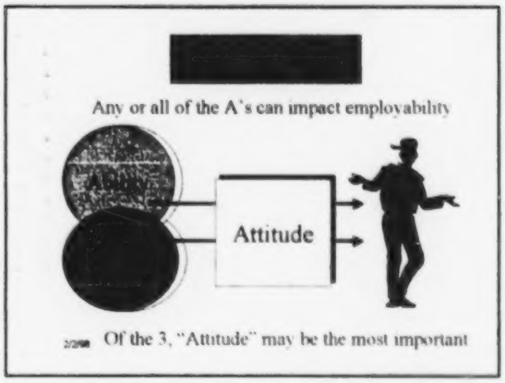
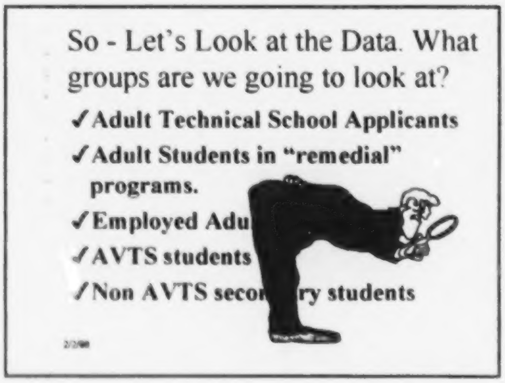


Any or all of the A's can impact employability

Attitude

2/2/98 Of the 3, "Attitude" may be the most important



So - Let's Look at the Data. What groups are we going to look at?

- ✓ **Adult Technical School Applicants**
- ✓ **Adult Students in "remedial" programs.**
- ✓ **Employed Adu**
- ✓ **AVTS students**
- ✓ **Non AVTS secon ry students**

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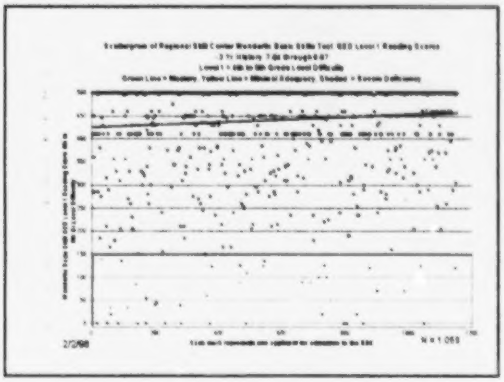

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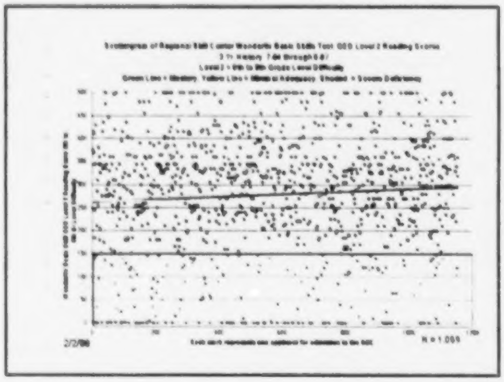

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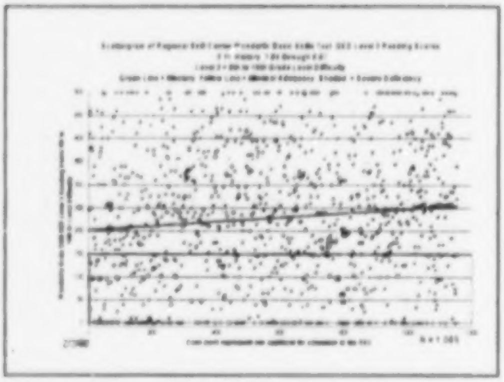

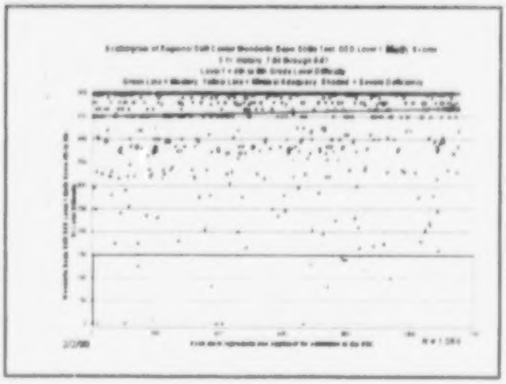

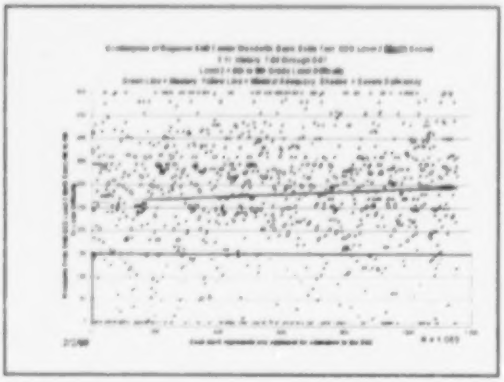

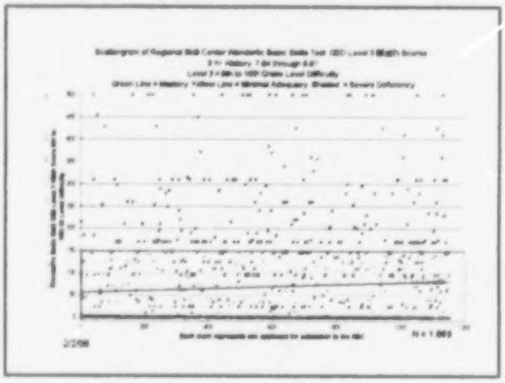

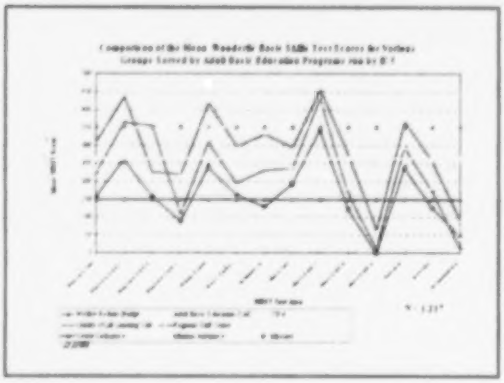

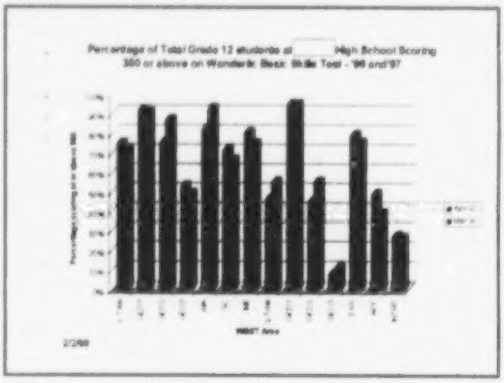

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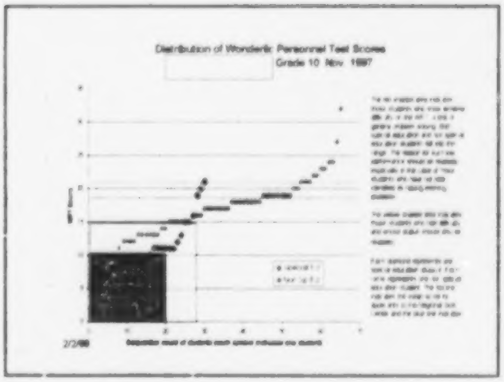
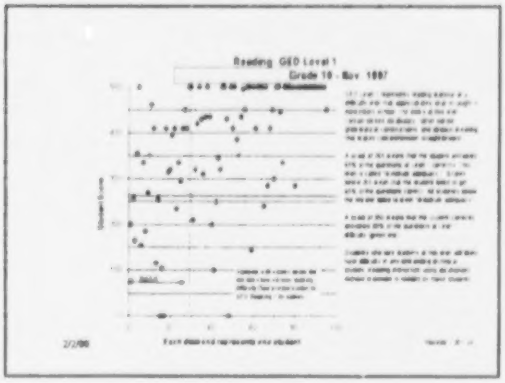


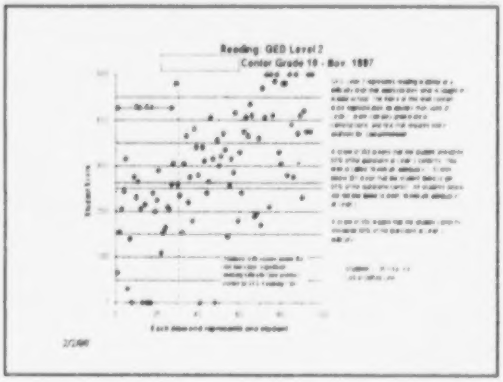
Distribution of Wonderlic Personnel Test Scores
Grade 10 Nov. 1997

2/2/98



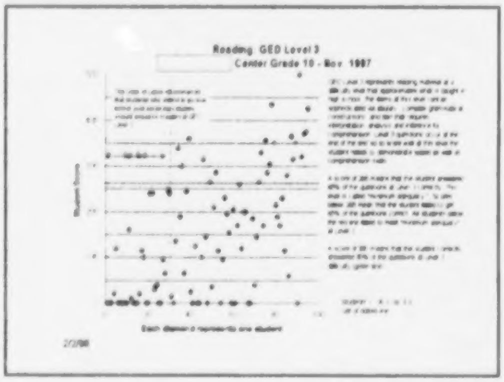
Reading GED Level 1
Grade 10 - Nov 1997

2/2/98



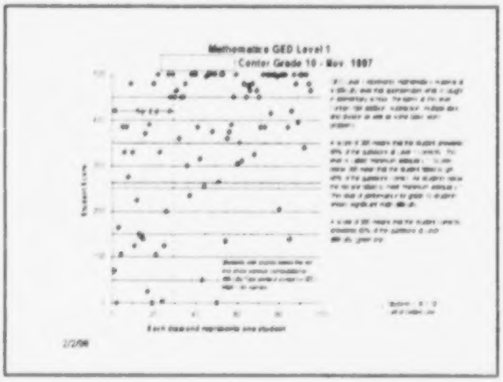
Reading GED Level 2
Center Grade 10 - Nov 1997

2/2/98



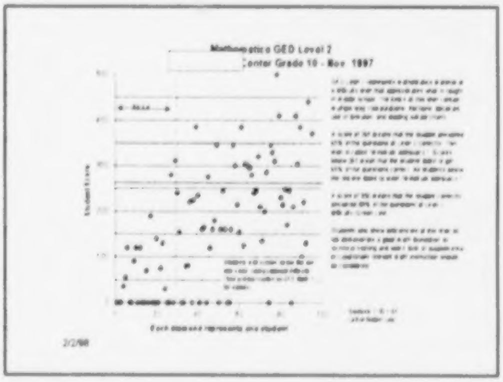
Reading GED Level 3
Center Grade 10 - Nov 1997

2/2/98



Mathematics GED Level 1
Center Grade 10 - Nov 1997

2/2/98



Mathematics GED Level 2
Center Grade 10 - Nov 1997

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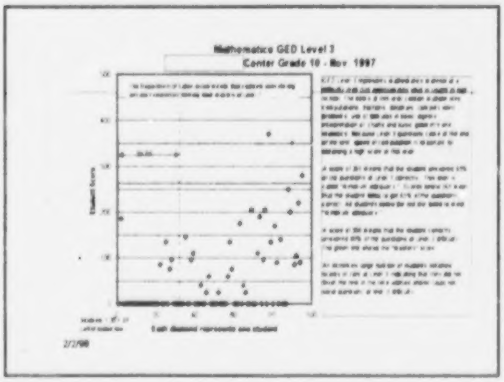

Conclusions

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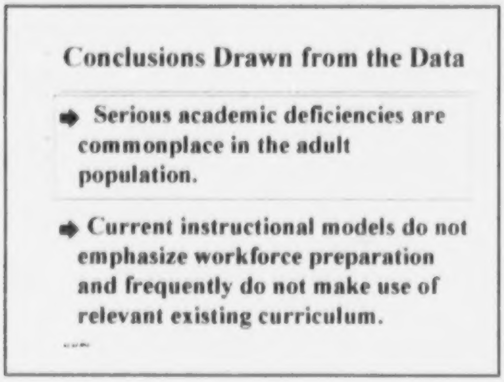
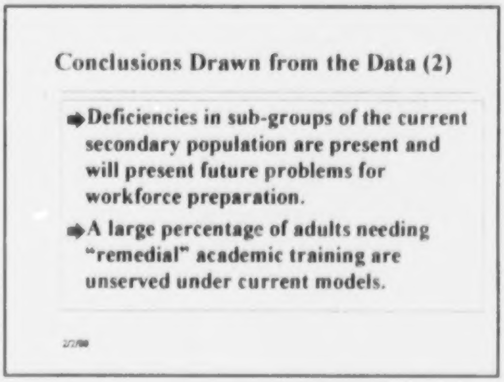

Conclusions Drawn from the Data

- Serious academic deficiencies are commonplace in the adult population.
- Current instructional models do not emphasize workforce preparation and frequently do not make use of relevant existing curriculum.


Conclusions Drawn from the Data (2)

- Deficiencies in sub-groups of the current secondary population are present and will present future problems for workforce preparation.
- A large percentage of adults needing "remedial" academic training are unserved under current models.

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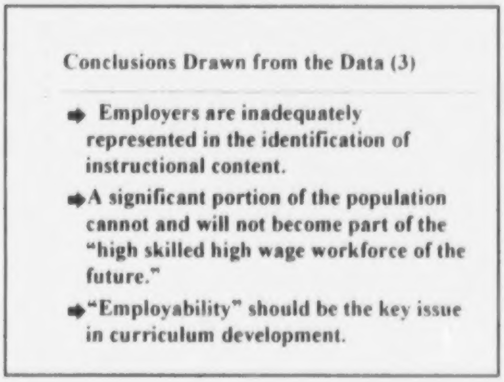
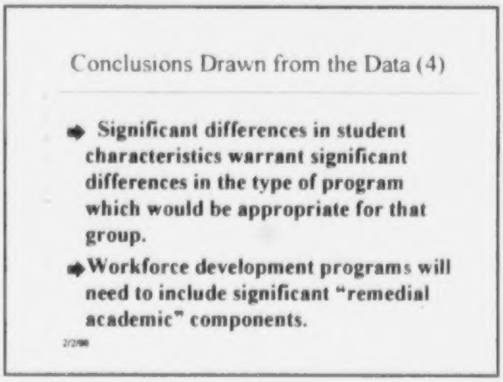

Conclusions Drawn from the Data (3)

- Employers are inadequately represented in the identification of instructional content.
- A significant portion of the population cannot and will not become part of the "high skilled high wage workforce of the future."
- "Employability" should be the key issue in curriculum development.


Conclusions Drawn from the Data (4)

- Significant differences in student characteristics warrant significant differences in the type of program which would be appropriate for that group.
- Workforce development programs will need to include significant "remedial academic" components.

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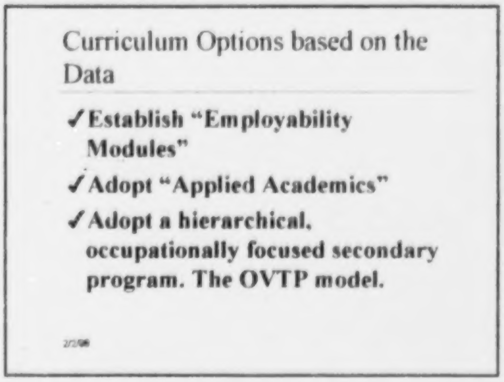
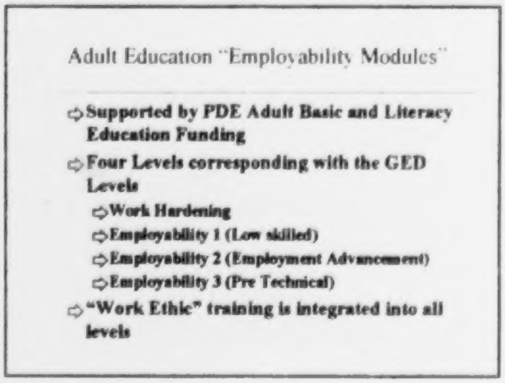


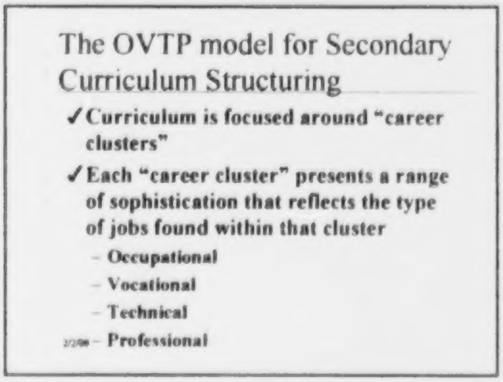
Curriculum Options based on the Data

- ✓ **Establish "Employability Modules"**
- ✓ **Adopt "Applied Academics"**
- ✓ **Adopt a hierarchical, occupationally focused secondary program. The OVTP model.**



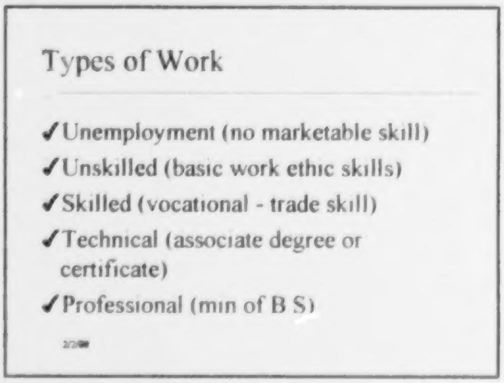
Adult Education "Employability Modules"

- ⇨ **Supported by PDE Adult Basic and Literacy Education Funding**
- ⇨ **Four Levels corresponding with the GED Levels**
  - ⇨ **Work Hardening**
  - ⇨ **Employability 1 (Low skilled)**
  - ⇨ **Employability 2 (Employment Advancement)**
  - ⇨ **Employability 3 (Pre Technical)**
- ⇨ **"Work Ethic" training is integrated into all levels**



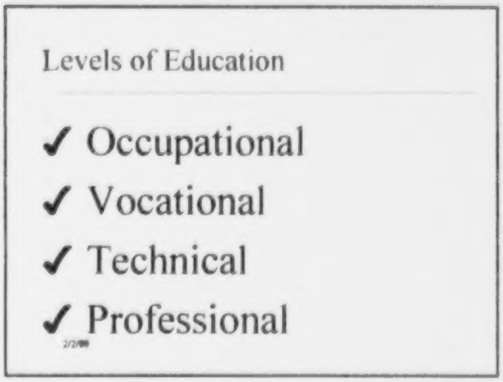
The OVTP model for Secondary Curriculum Structuring

- ✓ **Curriculum is focused around "career clusters"**
- ✓ **Each "career cluster" presents a range of sophistication that reflects the type of jobs found within that cluster**
  - **Occupational**
  - **Vocational**
  - **Technical**
  - **Professional**



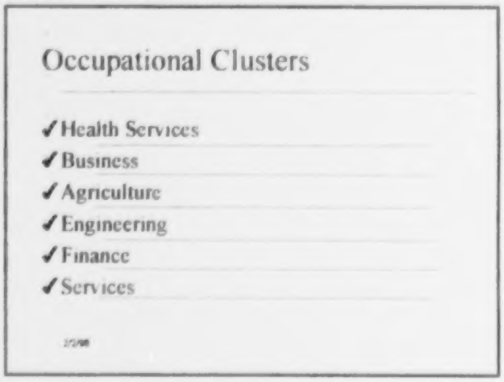
Types of Work

- ✓ Unemployment (no marketable skill)
- ✓ Unskilled (basic work ethic skills)
- ✓ Skilled (vocational - trade skill)
- ✓ Technical (associate degree or certificate)
- ✓ Professional (min of B S)



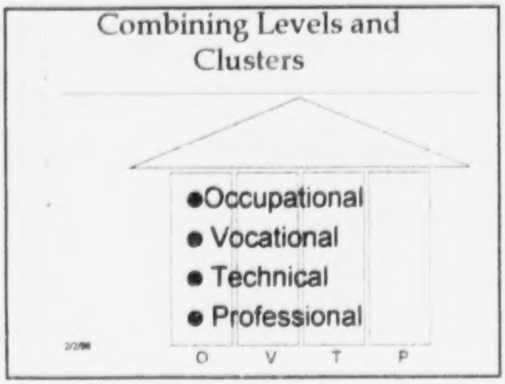
Levels of Education

- ✓ Occupational
- ✓ Vocational
- ✓ Technical
- ✓ Professional



Occupational Clusters

- ✓ Health Services
- ✓ Business
- ✓ Agriculture
- ✓ Engineering
- ✓ Finance
- ✓ Services



Combining Levels and Clusters

- Occupational
- Vocational
- Technical
- Professional

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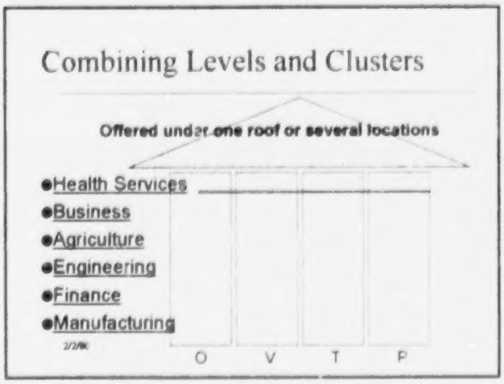

Combining Levels and Clusters

Offered under one roof or several locations

- Health Services
- Business
- Agriculture
- Engineering
- Finance
- Manufacturing

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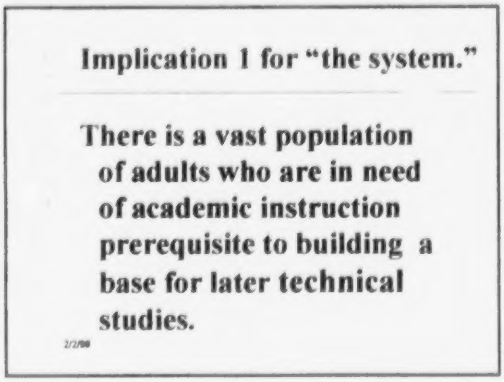

Implication 1 for "the system."

There is a vast population of adults who are in need of academic instruction prerequisite to building a base for later technical studies.

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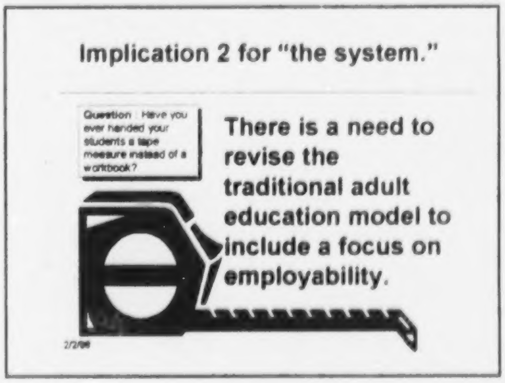

Implication 2 for "the system."

Question : Have you ever handed your students a tape measure instead of a workbook?

There is a need to revise the traditional adult education model to include a focus on employability.

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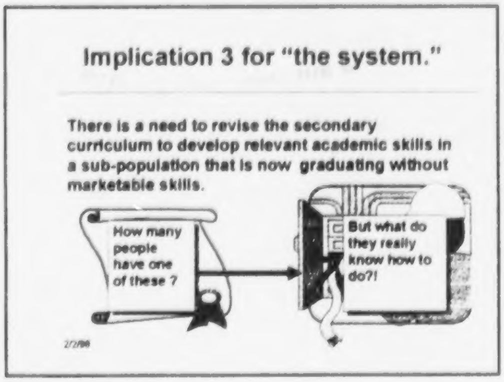

Implication 3 for "the system."

There is a need to revise the secondary curriculum to develop relevant academic skills in a sub-population that is now graduating without marketable skills.

How many people have one of these ?
But what do they really know how to do?!

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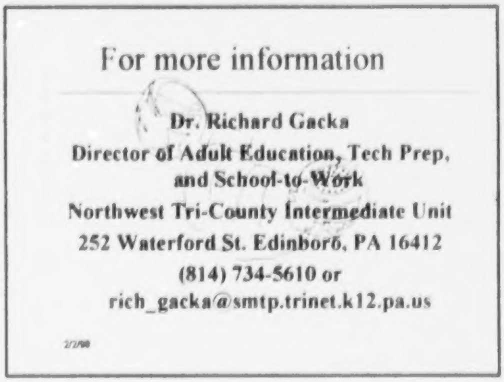

For more information

Dr. Richard Gacka
Director of Adult Education, Tech Prep, and School-to-Work
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 16412
(814) 734-5610 or
rich_gacka@smtp.trinet.k12.pa.us

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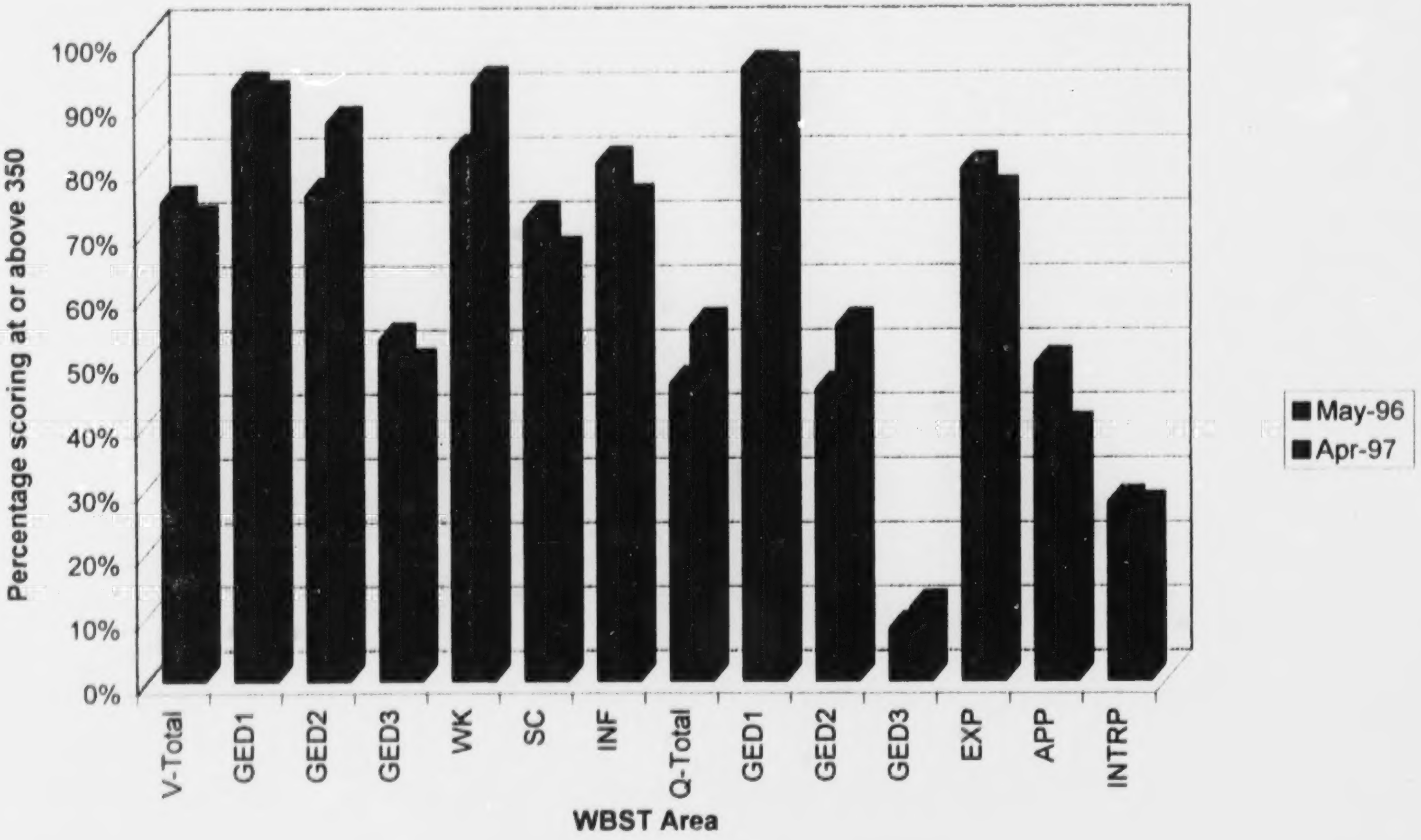
Percentage of Total Grade 12 students at High School Scoring 350 or above on Wonderlic Basic Skills Test - '96 and'97



APPENDIX C:

Adult Education Employability Classes

Adult Education Employability Class

Step 1: Employers refer potential applicants to employability classes as a prerequisite for an interview.

Step 2:

1. Students attend a 60 hour work preparation program:

2. Curriculum units are developed with input from local employers to assure that the curriculum reflects their needs

3. Student's performance is monitored and a competency checklist is developed

4. A site "contact" maintains familarity with the status of all students

5. A certificate of completion and a performance summary is presented to the student at the end of the session.

6. A record of the performance of completers is maintained.

Step 3: Employers with positions to fill call the designated program contact person

Step 4: The program contact submits the names of recommended persons from the "pool" of program completers

Step 5: Employers draw individuals for interviews from the "pool" of individuals attending, the program.

1. The company requests the student's competency summary with the application
2. The company can attend a class session to talk to current students and describe their employment needs.

Work Hardening

Pre-Employability Program

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Ext. 230

Course Description:

The purpose of the course is to provide participants with the basic behavioral and attitudinal expectancies that they will face in the workplace. The premise of the program is that self-regulation, motivation, and positive attitudes are prerequisites for the development of vocational skills in the areas of mathematics, reading, oral communication, safety, and work related economics. It is assumed that participants will be able to demonstrate all of the competencies contained in the Work Hardening course before they will be granted admission to any of the other employment training programs.

The course will be 60 hours in length, in most cases meeting for 20 sessions each three hours in length.. A calendar of specific classes meetings is developed for each site.

The course is designed for individuals who have no work history or a history of frequent turn over or involuntary termination. The course focuses on the student's motivation, attendance, work habits, and general interpersonal skills. Class content will focus on the student's ability to show personal responsibility and self regulation, dependability and attendance at class, the ability to follow external rules, and the ability to get along with supervisor and co-workers. By the end of the class the individual will have completed an assessment of their skills and will have been observed and rated on the competencies outlined for this course. In effect, students will be presented with situations where underlying self regulatory skills will be required and they will be provided with instruction needed to develop those skills. If behavioral problems continue to exist, students may need to repeat participation until competencies are displayed.

Reasonable "Homework" will be provided to reinforce class activities and to assess the student's ability to comply with external expectancies. Attendance, motivation, compliance with rules, ability to interact with others and emotional control will be closely monitored.

Each participant will be provided with a formal checklist of the competencies they will be expected to develop and demonstrate by the close of the program. As the course progresses, the teacher will monitor each student's level of mastery in each of the competency areas. At the conclusion of the program a copy of the completed competency list will be provided to the student. The emphasis of the program in to change observable behaviors and skill competencies that relate to "work ethic" and the ability to comply with external rules and regulations.

Objectives of the course:

1. Provide opportunities for the student to learn and demonstrate the "work ethic" and "self regulatory" skills that will be needed to obtain and sustain employment. (Good attendance, proper grooming, interest in work quality, reaction to direction and supervision, etc.)
2. Monitor and document the student's motivation and self regulatory abilities.
3. Utilize basic academic instruction and completion of relevant community projects as the means to assess the student's ability to comply with external rules.
4. Assess the existence of acceptable behavioral self regulatory and determine readiness for participation in one of the formal employability programs.
5. Provide an appropriate program who would otherwise be disruptive to a Employability class due to a lack of behavioral or self regulatory skills.

Course Costs

The cost of this course is covered by a grant to the Northwest Tri-County Intermediate Unit from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Course Certification

Participants who complete the course with satisfactory grades and classroom performance will be awarded a certificate of attendance and/or a certificate of course completion pending the following conditions:

Certificate of Attendance: Students must attend at least 95% of class sessions

Certificate of Course Completion: Students must obtain teacher verification of mastery of at least 90% of course competencies. Individual competencies will be referenced on the certificate.

Each student will be provided with a copy of their skills mastery inventory.

For more information contact

Richard Gacka Ed.D.
Director, Adult Education Programs
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Extension 230
rich_gacka@smtp.trinet.k12.pa.us

Work Hardening / Pre-Employability Program - Student Checklist

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 16412
(814) 734-5610 Ext. 230

Student Name ______________________________________

	Section 1: Summary Data
Enter % or count	**The competencies in Section 1 are scored as the percentage or count of the total possible occurrences that the task was expected or behavior occurred.**
	1. Percentage of class sessions attended
	2. Percentage of class sessions tardy
	3. Percentage of times student came to class prepared
	4. Percentage of "homework" assignments completed
	5. Number of infractions of classroom rules
	6. Percentage of classroom assignments completed
	Section 2: Program Competencies
	The competencies below are scored using a rating of 0 to 3 **0 = Chronic Severe Deficiency - Major problem area** **1 = Inconsistent Problems - Lack of Mastery** **2 = Acceptable - No problems in this area** **3. Mastery - Above average performance in this area**
Rating	**A. Displays positive underlying "work ethic" skills**
	1. Maintains appropriate grooming and hygiene
	2. Accepts positive criticism from the instructor
	3. Interacts appropriately with other class members
	4. Shows initiative and motivation in approaching assignments
	5. Follows classroom rules
	6. Shows ability to regulate ideas and impulses
	7. Cares about the accuracy of assignments completed
	8. Assumes responsibility for his/her actions
	9. Shows body language which suggests interest and motivation
	10. Spontaneously seeks work to complete (uses time wisely)
	11. Comes to class prepared (pens, paper, assignments, etc.)
	12. Does not talk out or turn or talk while teacher is speaking
	13. Shows an absence of profanity and vulgarity in his/her speech
	14. Attends to required supportive tasks (i.e. child care, transportation)
	15. Cares for the facility and equipment
	16. Shows respect for rights and property of others
	17. Perseveres in the face of difficulty
	18. Controls anger
	19. Maintains a schedule or "to do" system to keep track of assignments
	20. Accepts changes in program routine without incident
	21. Does not disrupt others

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	22. Listens and attends during class
	23. Does not take things from class (stealing supplies, etc.)
	24. Shows no signs of drug or alcohol usage
	25. Does not attend to personal affairs during class (phone calls, etc.)
	26. Stays in seat or work area
	27. Assumes responsibility for his behavior, products and/or decisions
	28. Maintains rapport with instructor
	29. Does not ask for exceptions or special exemptions from rules
	30. Does not touch, hit or antagonize others
	31. Does not eat during class or work time.
	B. Is able to solve basic work related problems such as:
	1. Performs basic mathematical calculations
	1. count and add items involving whole numbers and decimals to 2 places
	2. count and subtract items in whole numbers and decimals to 2 places
	3. count and perform multiplication of whole numbers and decimals
	4. count and perform division of whole numbers
	2. Is able to spontaneously write paragraphs at a readability level of at least 3.0 with:
	1. absence of spelling errors
	2. absence of punctuation and capitalization errors
	3. absence of grammatical errors
	4. internal organization
	5. uses a simple word processor and keyboards at a rate of at least 10 WPM
	6. fills out basic employment and personal information forms
	D. Is able read materials written at a readability level between 3.0 and 5.0.
	1. follows simple written directions to construct something
	2. provides written answers to questions about information presented
	3. reads daily newspaper
	4. reads program student handbook
	E. Shows knowledge of work related issues
	1. describes basic work safety rules
	2. describes of general work site regulations
	3. describes appropriate job interview dress and behavior

Enrollment Dates ____________________ **to** ____________________

I attest that the rating cited above reflect an accurate summary of the student's behavior and performance during the period of enrollment ________________ to ________________.

Class Instructor ________________________ **Date** ______________

This program was funded by grants provided by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

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Employability Level 1

Basic Academic Skill Development

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Ext. 230

Course Description:

The purposes of the course are to: a) provide participants with an overview of the expectancies they will face in the workplace and b) to provide instruction in the foundation skills of mathematics, reading, oral communication, safety, and work related economics. This course is the second in a hierarchy of four employability programs.

The course will be 60 hours in length, in most cases meeting 20 sessions each three hours in length. A calendar of specific class meetings is developed for each class.

The course is designed for individuals who are currently unemployed, looking for employment, attempting to move to a better paying job and/or who would like a refresher course on the basic academic skills. As part of the course each student's motivation, attendance, work habits, and general interpersonal skills will be monitored. Class content is focused on the ways that basic academic and communication skills are used in the workplace. While basic academic skills are taught, classroom activities are emphasize projects similar to tasks which will be encountered in the workplace.

Emphasis is placed on the refinement of positive "work ethic" skills. It is assumed that students will not display major behavior problems and will be ready to participate in and benefit from a group educational setting. Individuals who display problematic behavior will be asked to complete the Work Hardening program before attempting the Employability 1 program.

At the end of the program the students will have completed a resume and portfolio of their skills. Guest lecturers from local industry will be used in several class presentations. Reasonable "Homework" will be provided to reinforce class activities.

Each participant is provided with a written listing of the competencies which the course is designed to develop. As the course progresses the teacher will monitor each student's level of mastery in each of the competency areas. At the conclusion of the program a copy of the completed competency list will be provided to the student.

Objectives of the course:

1. Provide opportunities for the student to demonstrate "work ethic" skills needed to obtain and/or sustain employment. (Good attendance, proper grooming, interest in work quality, reaction to direction and supervision, etc.)
2. Review the basic mathematical processes as they relate to work (Addition through fractions).
3. Review basic reading skills as they relate to work (Following basic written directions, memorandums, reading simple diagrams, etc.)
4. Review various types of basic work related communications (Oral directions, e-mail, business writing,.)
5. Complete career exploration exercises and develop a personal resume and skills portfolio.

Course Costs

The cost of this course is covered by a grant to the Northwest Tri-County Intermediate Unit from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Course Certification
Participants who complete the course with satisfactory grades and classroom performance will be awarded a certificate of attendance and/or a certificate of course completion pending the following conditions:

Certificate of Attendance: Students must attend at least 95% of class sessions

Certificate of Course Completion: Students must obtain teacher verification of mastery of at least 90% of course competencies. Individual competencies will be referenced on the certificate.

Each student will be provided with a copy of their skills mastery inventory.

For more information contact
Richard Gacka
Director, Adult Education Programs
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Extension 230
rich_gacka@smtp.trinet.k12.pa.us

Employability 1 Program - Student Checklist
Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 16412
(814) 734-5610 Ext. 230

Student Name ______________________________

	Section 1: Summary Data
Enter % or count	**The competencies in Section 1 are scored as the percentage or count of the total possible occurrences that the task was expected or behavior occurred.**
%	1. Percentage of classes attended
	2. Percentage of homework assignments completed
	3. Percentage of classroom assignments completed
	Section 2: Program Competencies
	The competencies below are scored using a rating of 0 to 3
	0 = Chronic Severe Deficiency - Major problem area **1 = Inconsistent Problems - Lack of Mastery** **2 = Acceptable - No problems in this area** **3. Mastery - Above average performance in this area**
Rating	**A. Displays positive underlying "work ethic" skills**
	1. Maintains appropriate grooming and hygiene
	2. Accepts positive criticism from instructor
	3. Interacts appropriately with other class members
	4. Shows initiative and motivation
	5. Follows classroom rules
	B. Is able to solve basic work related problems involving
	1. measure and add items involving whole numbers and decimals to .xx
	2. measure and subtract items in whole numbers and decimals to .xx
	3. measure and multiply items in whole numbers and decimals
	4. perform long division with whole numbers and decimals
	5. read simple line and bar charts
	6. is able to measure to within accuracy of 1/2 inch
	7. is able to measure add and subtract fractions and compute common denominator
	C. Is able to spontaneously write materials at a readability level of at least 6.0 with:
	1. absence of spelling errors
	2. absence of punctuation errors
	3. absence of capitalization errors
	4. absence of grammatical errors
	5. internal organization
	6. Completes standard employment forms, reports, and inventories
	D. Is able read materials at a readability level of at least 7.0
	1. follow written directions to construct something

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	2. answer questions about information presented
	E. Is able to describe basic work safety rules
	1. describes required use of safety equipment
	F. Is able to orally present basic ideas
	1. accurately describes a 3 stage process
	2. gives a 2 minute formal report to the class
	G. Shows accurate perceptiveness of academic status
	1. completes a personal portfolio of academic and vocational skills
	2. accurately summarizes the results of assessment of basic academic skills
	3. describes appropriate interview dress and behavior
	4. develops and types a personal resume

Enrollment Dates ____________________ **to** ____________________

I attest that the rating cited above reflect an accurate summary of the student's behavior and performance during the period of enrollment __________________ to __________________.

Class Instructor __________________________ **Date** ________________

This program was funded by grants provided by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Employability Skills Level 2
Intermediate Academic Skills Development

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Ext. 230

Course Description:
The purpose of the course is to provide participants with an overview of the expectancies they will face in the workplace as well as instruction in intermediate level vocational skills in the areas of mathematics, reading, oral communication, safety, and work related economics. This course is the third in a hierarchy of four employability courses. It is assumed that participants will be able to demonstrate the competencies contained in the course Employability Skills Level 1

The course will be 60 hours in length, in most cases meeting 20 sessions each three hours in length. A calendar of specific class meetings is developed for each class.

The course is designed for individuals who are currently employed, looking for employment, or attempting to move to a better paying job and who would like a refresher course on the skills which will are utilized in employment. As part of the course each student's motivation, attendance, work habits, and general interpersonal skills will be monitored. Class content will focus on the ways that basic academic and communication skills are used in the workplace. While intermediate level academic skills are taught, classroom activities are emphasize projects similar to tasks which will be encountered in the workplace. At the end of the class the individual will have completed a resume and portfolio of their skills. Guest lecturers from local industry will be used in several class presentations. Reasonable "Homework" will be provided to reinforce class activities.

Each participant will be provided with a written listing of the competencies which the course is designed to develop. As the course progresses the teacher will monitor each student's level of mastery in each of the competency areas. At the conclusion of the program a copy of the completed competency checklist will be provided to the student.

Objectives of the course:
1. Provide opportunities for the student to demonstrate "work ethic" skills needed to sustain employment. (Good attendance, proper grooming, interest in work quality, reaction to direction and supervision, etc.)
2. Review mathematical processes as they relate to work (Fractions, Decimals, Basic Geometry, and Basic Algebra).
3. Review reading skills as they relate to work (Following written directions, memorandums, blueprint reading, etc.)
4. Review types of work related communications (Oral directions, e-mail, business writing,.)
5. Complete career exploration exercises and develop a personal resume and skills portfolio.

Course Costs
The cost of this course is covered by a grant to the Northwest Tri-County Intermediate Unit from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Course Certification
Participants who complete the course with satisfactory grades and classroom performance will be awarded a certificate of attendance and/or a certificate of course completion pending the following conditions:

Certificate of Attendance: Students must attend at least 95% of class sessions

Certificate of Course Completion: Students must obtain teacher verification of mastery of at least 90% of course competencies. Individual competencies will be referenced on the certificate.

Each student will be provided with a copy of their skills mastery inventory.

For more information contact
Richard Gacka
Director, Adult Education Programs
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Extension 230
rich_gacka@smtp.trinet.k12.pa.us

Employability Skills Level 2 - Student Checklist

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 16412
(814) 734-5610 Ext. 230

Student Name ______________________________

	Section 1: Summary Data
Enter % or count	**The competencies in Section 1 are scored as the percentage or count of the total possible occurrences that the task was expected or behavior occurred.**
%	1. Percentage of classes attended
	2. Percentage of homework assignments completed
	3. Percentage of classroom assignments completed
	Section 2: Program Competencies
	The competencies below are scored using a rating of 0 to 3
	0 = Chronic Severe Deficiency - Major problem area **1 = Inconsistent Problems - Lack of Mastery** **2 = Acceptable - No problems in this area** **3. Mastery - Above average performance in this area**
Rating	**A. Displays positive underlying "work ethic" skills**
	1. Maintains appropriate grooming and hygiene
	2. Accepts positive criticism from instructor
	3. Interacts appropriately with other class members
	4. Shows initiative and motivation
	5. Follows classroom rules
	B. Is able to solve basic work related problems:
	1. add items involving whole numbers and decimals to .xxxx
	2. subtract items in whole numbers and decimals to .xxxx
	3. multiply items in whole numbers and decimals
	4. perform long division with whole numbers and decimals
	5. add, subtract, multiply, and divide fractions
	6. compute area and volume of geometric shapes using formulas
	7. read line, pie, and bar charts
	8. measures to within accuracy of 1/16 inch
	9. sets up a basic spreadsheet and generates a basic chart
	C. Is able to spontaneously write materials at a readability level of at least 9.0 with:
	1. absence of spelling errors
	2. absence of punctuation errors
	3. absence of capitalization errors
	4. absence of grammatical errors
	5. internal organization
	6. keyboards at a rate of at least 20 WPM
	7. uses a simple word processor

Employability Sequence E2 Last Revised 3/29/97

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	D. Is able read materials at a readability level of at least 9.0 and
	1. follow written directions to construct something
	2. answer questions about information presented
	3. reads a basic blueprint and conducts basic computations
	E. Shows knowledge of work related issues
	1. basic work safety rules
	2. awareness of general work sheet regulations
	3. awareness of salary and benefit factors
	F. Is able to orally present basic ideas
	1. makes a classroom presentation using graphics
	2. accurately describes a 3 stage process
	3. participates actively in and occasionally leads team projects
	G. Shows accurate perceptiveness of academic status
	1. completes a personal portfolio of academic and vocational skills
	2. accurately summarizes the results of assessment of basic academic skills
	3. develops and types a personal resume

Enrollment Dates ______________________ to ___________________

I attest that the rating cited above reflect an accurate summary of the student's behavior and performance during the period of enrollment __________________ to ________________.

Class Instructor ____________________________ **Date** ______________

This program was funded by grants provided by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Employability Skills Level 3

Upper Academic Skills Development

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Ext. 230

Course Description:

The purpose of the course is to provide participants with instruction in the areas of mathematics, reading, oral communication, safety, and work related economics which will allow them to move into a quality post-secondary technical training program without the need for any remedial instruction. The content of the program will approximate the core learning content of a 10th to 12th grade general track curriculum. . This course is the fourth in a hierarchy of four employability courses. It is assumed that participants will be able to demonstrate the competencies contained in the courses Employability Skills Level 1 and 2.

The course will be 60 hours in length, in most cases meeting 20 sessions each three hours in length. A calendar of specific class meetings is developed for each class.

The course is designed for individuals who are currently employed, have a previous work history but who may be looking for employment, who are seeking enrollment in a post-secondary technical training program at the certificate or associate degree level, or who are employed but who are attempting to move to a better paying job and who would like a refresher course on the skills which will are utilized in employment. As part of the course each student's motivation, attendance, work habits, and general interpersonal skills will be monitored. Class content will focus on the academic and communication skills are assumed to be prerequisites for post-secondary training or which are used in the workplace in positions classified above the unskilled level. . At the end of the class the individual will have completed a resume and portfolio of their skills. Guest lecturers from local industry will be used in several class presentations. Reasonable "Homework" will be provided to reinforce class activities.

Each participant will be provided with a written listing of the competencies which the course is designed to develop. As the course progresses the teacher will monitor each student's level of mastery in each of the competency areas. At the conclusion of the program a copy of the completed competency checklist will be provided to the student.

Objectives of the course:

1. Provide opportunities for the student to demonstrate "work ethic" skills needed to sustain employment. (Good attendance, proper grooming, interest in work quality, reaction to direction and supervision, etc.)
2. Review advanced level mathematical processes as they relate to work (Fraction and Decimal measurement and conversions, Applied Geometry, and Applied Algebra, Data Collection and Interpretation, Basic Quality Control Concepts, Spreadsheet design and manipulation).
3. Review technical reading skills as they relate to work (Following multi-step directions, memorandums, blueprint reading, information interpretation, etc.)
4. Review types of work related communications (Oral directions, e-mail, business writing,.)
5. Complete career exploration exercises and develop a personal resume and skills portfolio.
6. Complete an interdisciplinary course project.

Course Costs

The cost of this course is covered by a grant to the Northwest Tri-County Intermediate Unit from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

Course Certification

Participants who complete the course with satisfactory grades and classroom performance will be awarded a certificate of attendance and/or a certificate of course completion pending the following conditions:

Certificate of Attendance: Students must attend at least 95% of class sessions

Certificate of Course Completion: Students must obtain teacher verification of mastery of at least 90% of course competencies. Individual competencies will be referenced on the certificate.

Each student will be provided with a copy of their skills mastery inventory.

For more information contact
Richard Gacka
Director, Adult Education Programs
Northwest Tri-County Intermediate Unit
252 Waterford St.
Edinboro, PA 16412
(814) 734-5610 Extension 230
rich_gacka@smtp.trinet.k12.pa.us

Employability Skills Level 3 - Student Checklist

Adult Education Department
Northwest Tri-County Intermediate Unit
252 Waterford St. Edinboro, PA 16412
(814) 734-5610 Ext. 230

Student Name ______________________________

	Section 1: Summary Data
Enter % or count	**The competencies in Section 1 are scored as the percentage or count of the total possible occurrences that the task was expected or behavior occurred.**
	1. Percentage of classes attended
	2. Percentage of homework assignments completed
	3. Percentage of classroom assignments completed
	Section 2: Program Competencies
	The competencies below are scored using a rating of 0 to 3
	0 = Chronic Severe Deficiency - Major problem area **1 = Inconsistent Problems - Lack of Mastery** **2 = Acceptable - No problems in this area** **3. Mastery - Above average performance in this area**
Rating	**A. Displays positive underlying "work ethic" skills**
	1. Maintains appropriate grooming and hygiene
	2. Accepts positive criticism from instructor
	3. Interacts appropriately with other class members
	4. Shows initiative and motivation
	5. Follows classroom rules
	B. Is able to solve basic work related and personal problems:
	1. perform measurement of physical entities and addition and add, subtract, multiply, divide, and convert fractions, decimals, and mixed numbers.
	2. utilize basic measurement devices found in technical employment, rulers, gauges, calipers, etc.
	3. apply basic formulas to find area and volume of various geometric shapes.
	4. set up spreadsheets and develop line, pie, and bar charts
	5. perform measurements and computations to an accuracy level of .00x.
	6. show the ability to measure and perform calculations involving length, distance, volume, time, temperature, and pressure.
	7. spontaneously and appropriately utilize mathematical terminology pertinent to measurement and/or specific occupational duties.
	8. is capable of making calculations involving balances, interest, averages, profit, and loss.
	9.
	C. Is able to spontaneously develop documents at a readability level of at least 9.0 with:
	1. absence of spelling errors
	2. absence of punctuation errors
	3. absence of capitalization errors
	4. absence of grammatical errors

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	5. internal organization
	6. keyboards at a rate of at least 30 WPM
	7. uses a word processor similar to those found in industry to perform page layout functions such as pagination, headings, footnotes, etc.
	D. Is able read technical materials at a readability level of at least 11.0 and
	1. follow written directions to construct something
	2. answer questions about information presented
	3. reads a basic blueprint and conducts basic computations
	E. Shows knowledge of work related issues
	1. work safety rules
	2. awareness of general work site regulations
	3. awareness of salary and benefit factors
	F. Is able to orally present basic ideas
	1. makes a classroom presentation using graphics
	2. accurately describes a 3 stage process
	3. participates actively in and occasionally leads team projects
	G. Shows accurate perceptiveness of academic status
	1. completes a personal portfolio of academic and vocational skills
	2. accurately summarizes the results of assessment of basic academic skills
	3. develops and types a personal resume
	I. Completes an interdisciplinary course project
	1. Drafts a proposal and receives approval of the instructor
	2. Completes a project which involves reading, mathematics, science, and writing.
	3. Presents the project to the teacher for acceptance.

Enrollment Dates ____________________ **to** ____________________

I attest that the rating cited above reflect an accurate summary of the student's behavior and performance during the period of enrollment __________________ to __________________.

Class Instructor __________________________ **Date** ________________

This program was funded by grants provided by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education.

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APPENDIX D:

Pre and Post Test Results of Adult Education Employability Class Participants

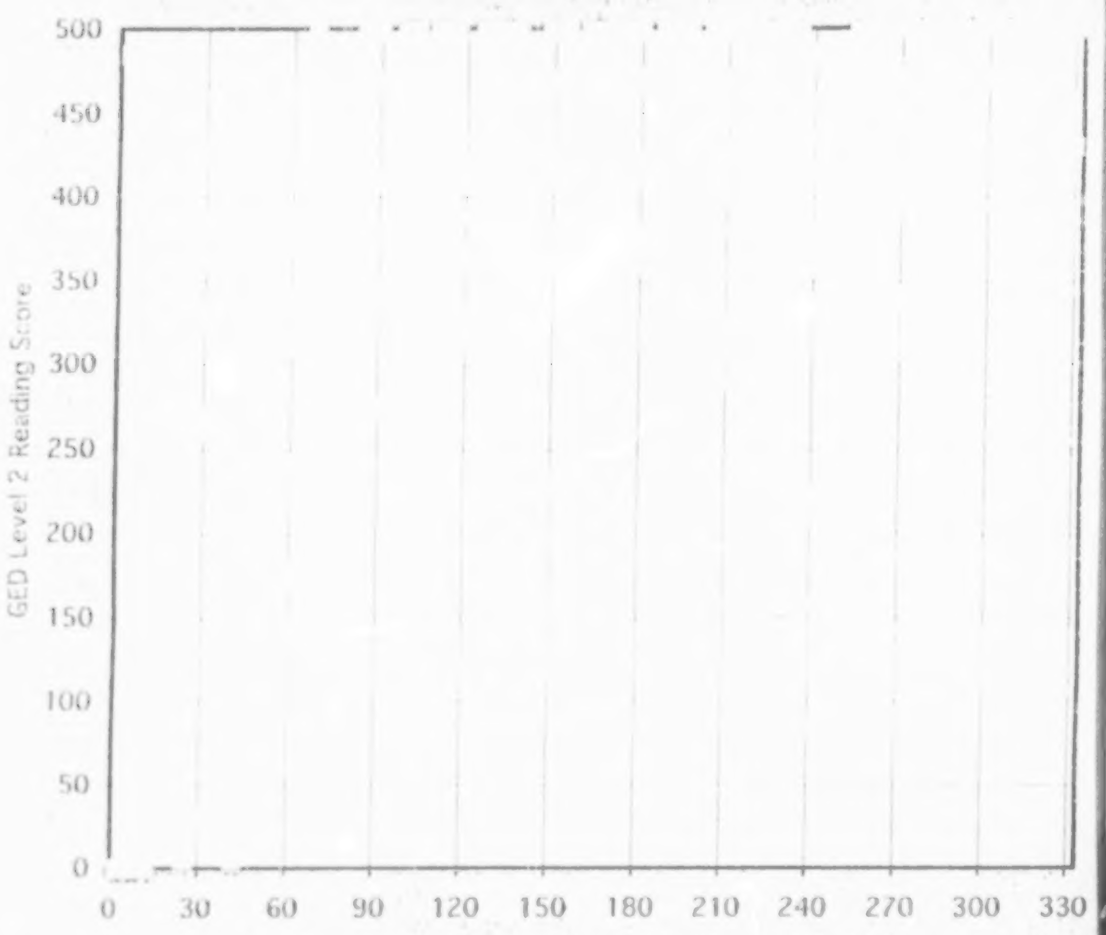
GED Level 1 Reading Scores
GED Level 1 Reading Score
500
450
400
350
300
250
200
150
100
50
0
0
30
60
90
120
150
180
210
240
270
300
330
Each symbol represents one employee. N=331

GED Level 1 measures basic skills, similar to material which is taught in the grades four and five The reading tasks involve simple vocabulary and grammar and comprehension questions generally are straightforward and obvious.

Any scores below 450 at this level are indicative of some difficulty. Scores below 350 indicate that fewer than 85% of the problems at this basic level were answered correctly. Any scores below 265 indicate significant difficulty and consideration should be given to further testing to identify the cause of the deficiencies.

Individuals considering formal post-secondary technical training should show scores above 450 at the GED 1 level of difficulty.

GED Level 2 Reading Scores



Each symbol represents one employee. N=331

GED Level 2 measures general skills, similar to material which is taught in grades six through seven. Reading tasks at Level 2 involve more difficult vocabulary and somewhat more complex grammatical styles than level 1. The comprehension questions are not so obvious and require the individual to draw conclusions or to search out answers. Level 2 requires the individual to read at a rate of 190-215 words per minute. Reading tasks include materials similar to adventure stories and comic books, looking up unfamiliar words in a dictionary, spelling and pronounciation.

Scores below 350 indicate that fewer than 85% of the problems at this Jr. H.S. level were answered correctly. Scores below 265 indicate that fewer than 65% of the questions were answered correctly. Scores below 100 indicate significant deficiencies.

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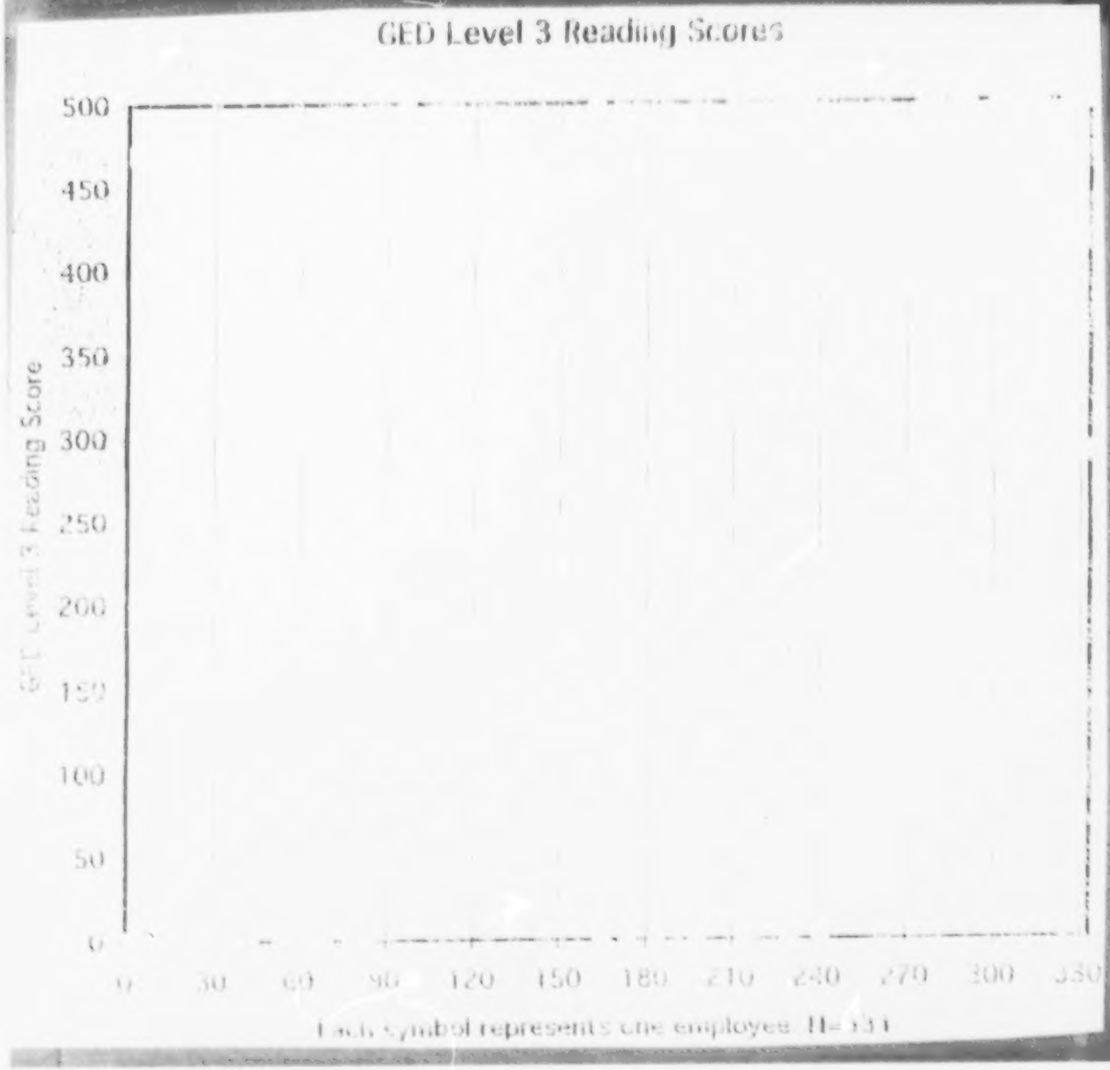
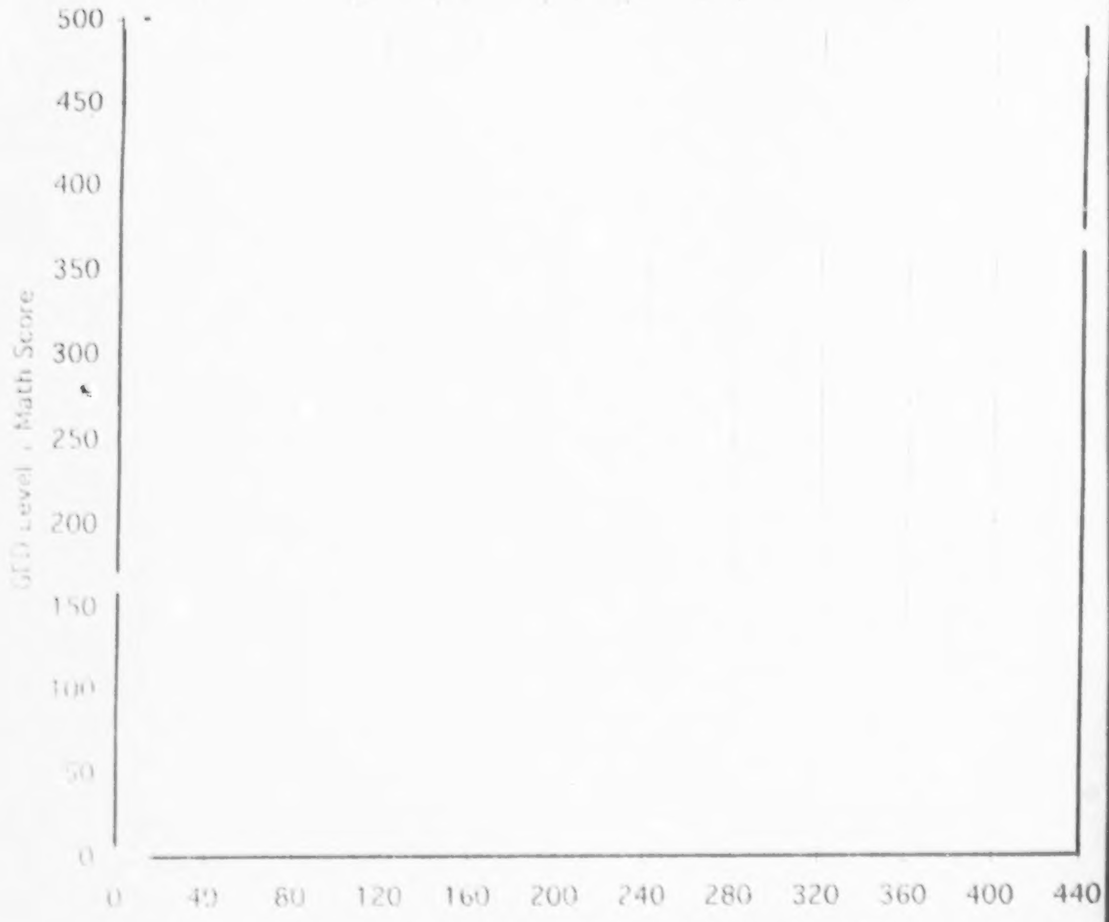


GED Level 3 measures advanced skills, similar to material which is taught in grades eight through ten. The reading tasks involve abstract vocabulary and complex grammatical styles. Types of material used in testing including reading similar to novels, magazines, atlases, and encyclopedias. The applicant is asked to read safety rules, instructions for the use of shop tools, and methods and procedures in mechanical drawing and layout.

Scores below 350 indicate that fewer than 85% of the problems at the H.S. level were answered correctly. Scores below 265 indicates that fewer than 65% of the questions were answered correctly. Individuals wishing to pursue post-secondary technical training should show scores of 350 or higher.

Speed may be a factor in obtaining high scores at GED Level 3.

GED Level 1 Quantitative Scores



Each symbol represents one employee. N=439

GED Level 1 measures basic skills, similar to material which is taught in grades four and five The computational tasks involve simple calculations, centering on the four basic processes with whole numbers.

Any scores below 450 at this level are indicative of some difficulty. Scores below 350 indicate that fewer than 85% of the problems at this basic level were answered correctly. Any scores below 265 indicates significant difficulty and consideration should be given to further testing to identify the cause of the deficiencies.

Individuals considering formal post-secondary technical training should show scores above 400 at the GED 1 level of difficulty.

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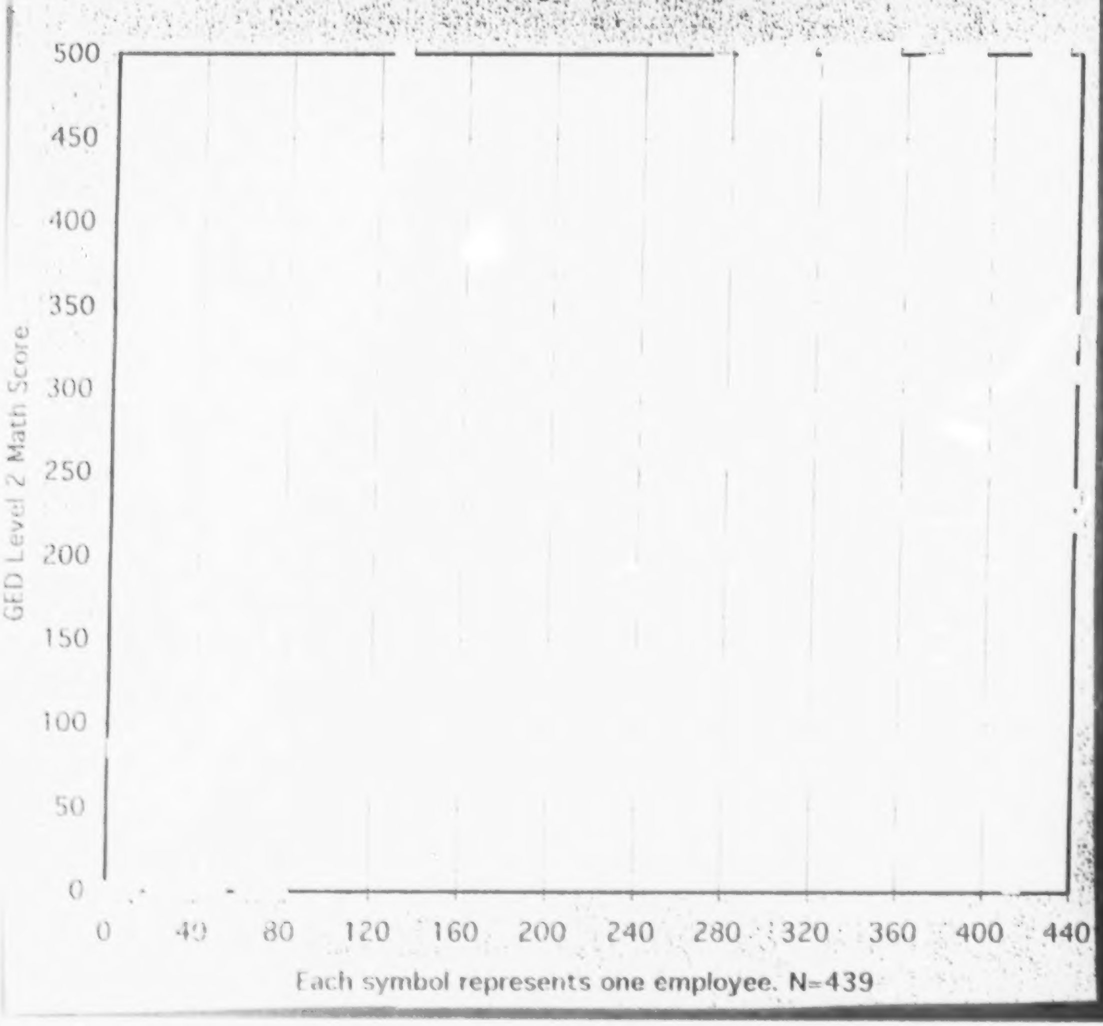
GED Level 2 Quantitative Scores



Each symbol represents one employee. N=439

GED Level 2 measures general skills, similar to material which is taught in grades six through eight. Arithmetic tasks at Level 2 include the ability to add, subtract, multiply and divide all units of measure. It also tests the ability to perform the four operations with like common and decimal fractions, to compute ratio, rate, and percent. It also measures the ability to interpret bar graphs and to perform arithmetic operations involving all American monetary units.

Scores below 350 indicate that fewer than 85% of the problems at this Jr. H.S. level were answered correctly. Scores below 265 indicate that fewer than 65% of the questions were answered correctly. Scores below 100 indicate significant deficiencies.

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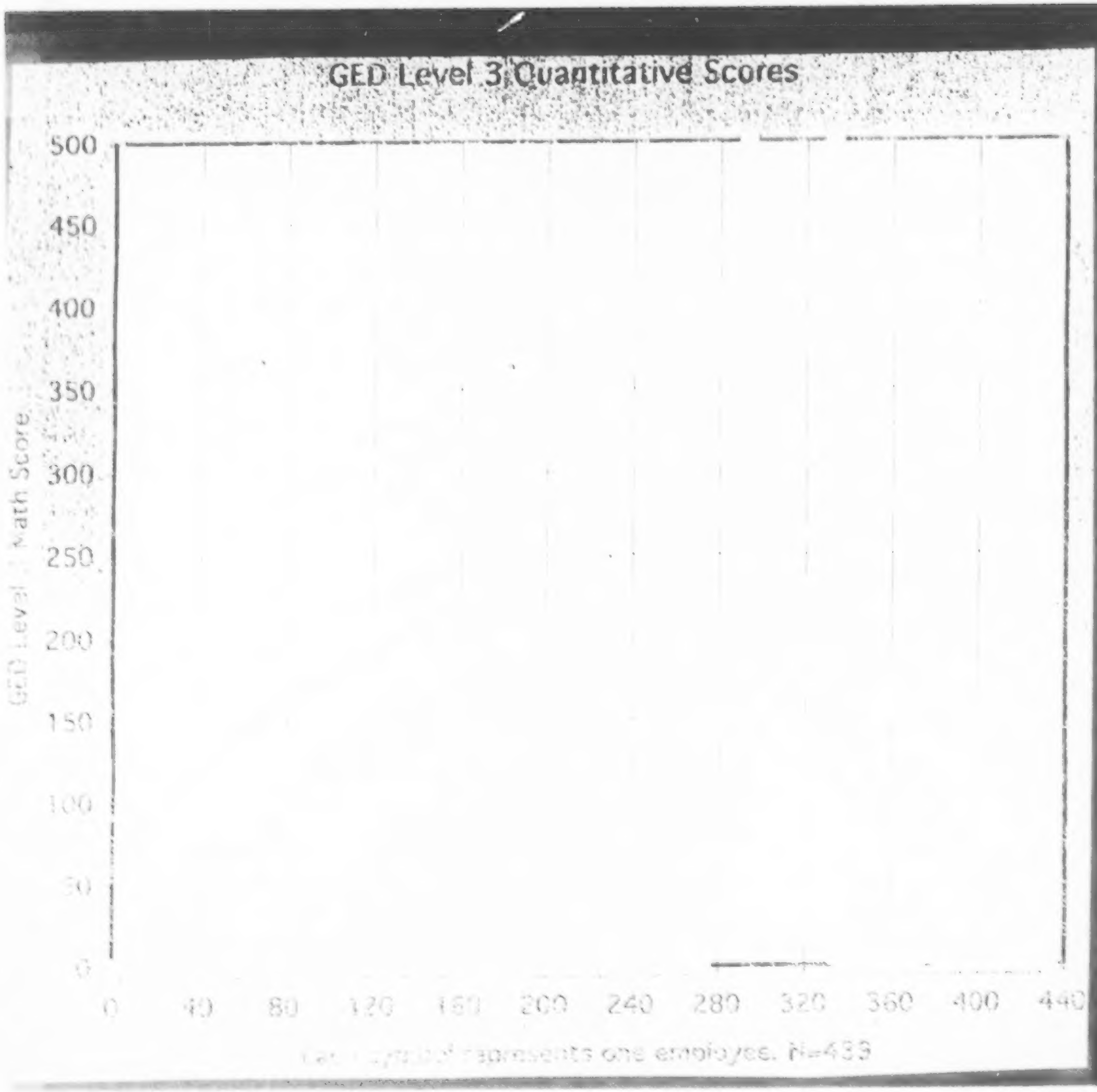

Each symbol represents one employee. N=433

GED Level 3 measures advanced skills, similar to material which is taught in grades nine and ten. The quantitative tasks require more complex solutions, frequently involving multiple step computations. Specific items measured at GED Level 3 include computing discounts, interest, profit and loss, commission, markup, ratio and proportion. In Algebra it measures the ability to calculate variables and formulas' monomials, and polynomials. In Geometry it measures the ability to calculate plane and solid figures, circumference, area, volume, and understanding of angles and pairs of angles.

Scores below 350 indicate that fewer than 85% of the problems at the H.S. level were not answered correctly. Scores below 265 indicates that fewer than 65% of the questions were answered correctly. Individuals wishing to pursue post-secondary technical training should show scores of 350 or higher.

Speed of performance may be a factor at GED Level 3.

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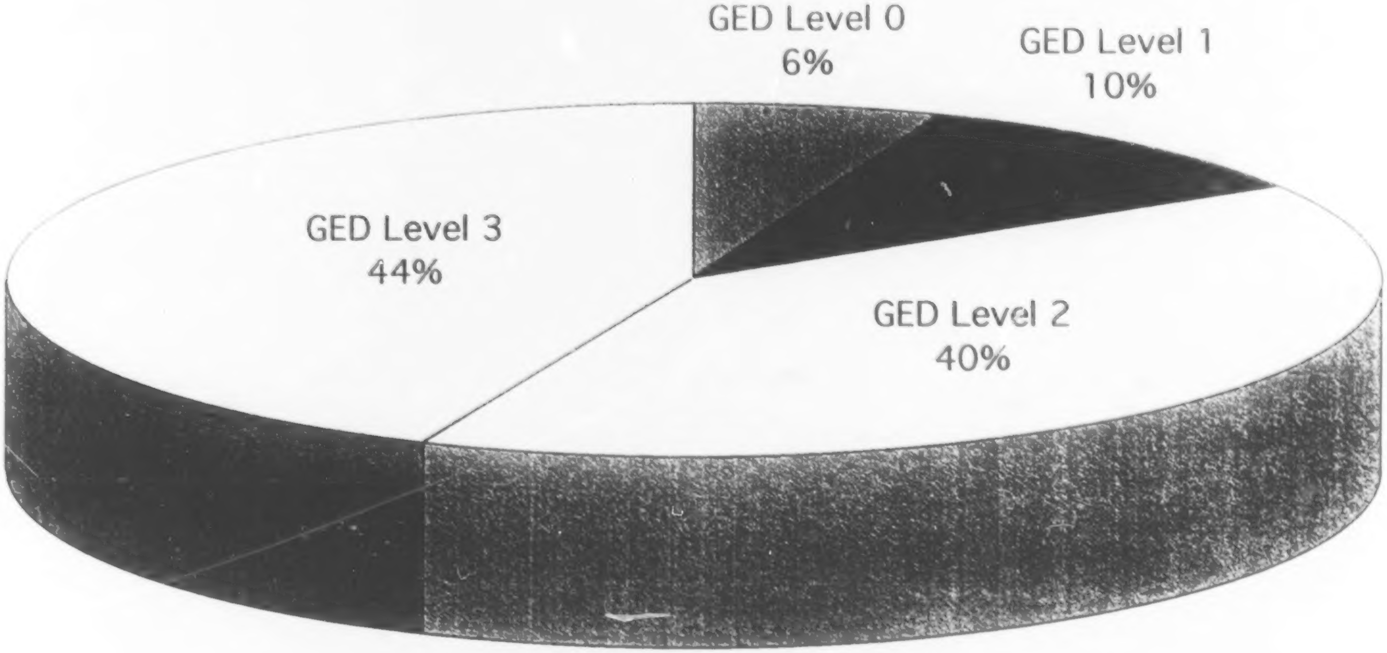
Reading mastery (score of 265) at each level of difficulty



The test of Verbal Skills assesses reading ability at grade levels 4 through 10. This chart shows the percentage distribution for all employees tested by the highest GED level at which a score of 265 (mastery level) was obtained.

n=331

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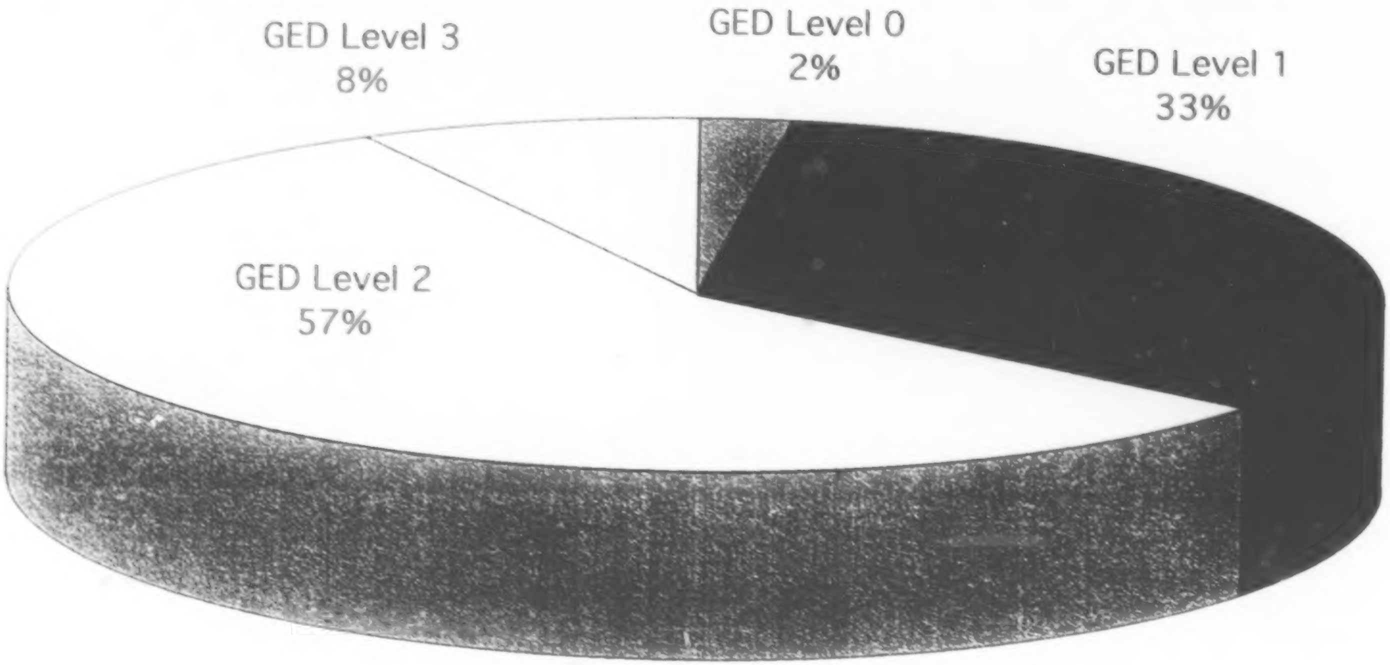
Math mastery (score of 265) at each level of difficulty



n=331

The Quantitative Test measures math skills at grade levels 4 through 10. This chart shows the percentage distribution for all employees tested by the highest GED level at which a score of 265 (mastery level) was obtained.

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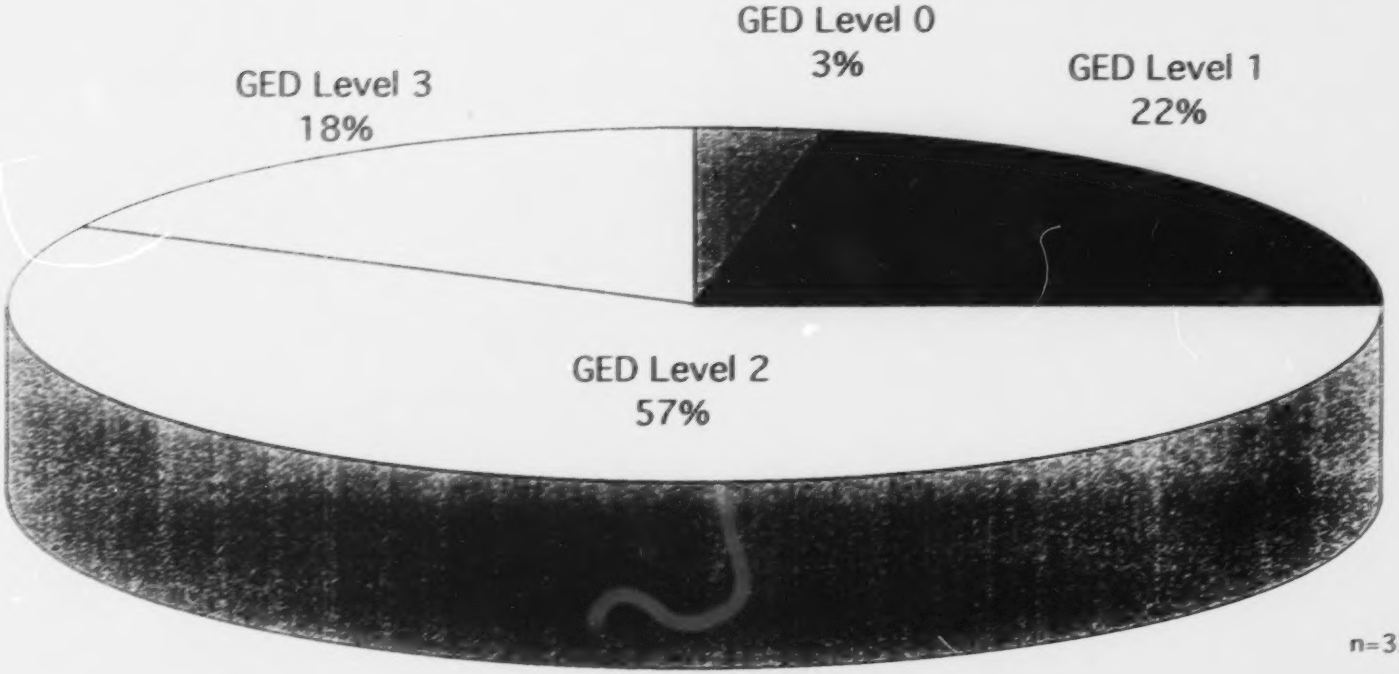
Academic mastery (score of 265) at each level of difficulty



n=331

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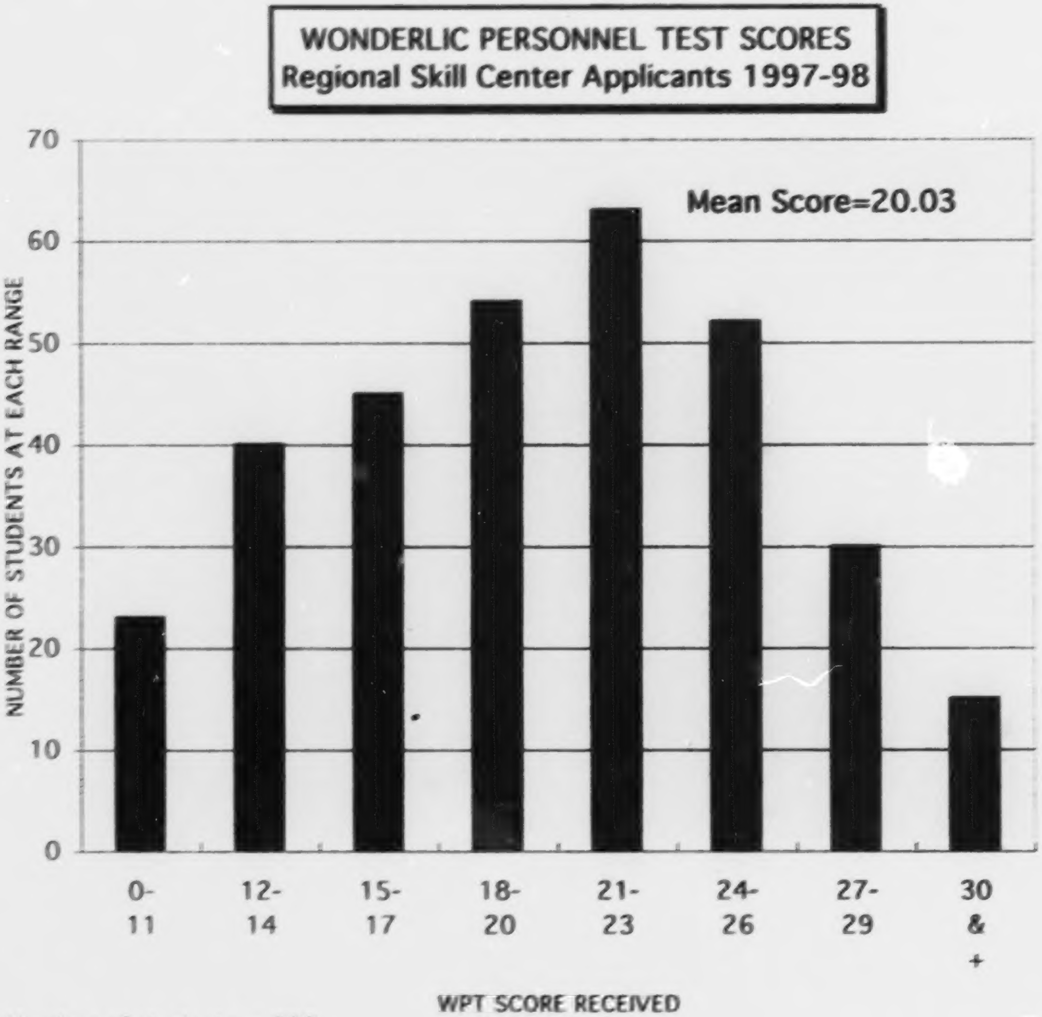
The composite scale represents an average of scores on both the reading and math scales. It represents an "overall" estimate of academic levels. This chart shows the percentage distribution for all employees tested by the highest GED level at which a score of 265 (mastery level) was obtained.



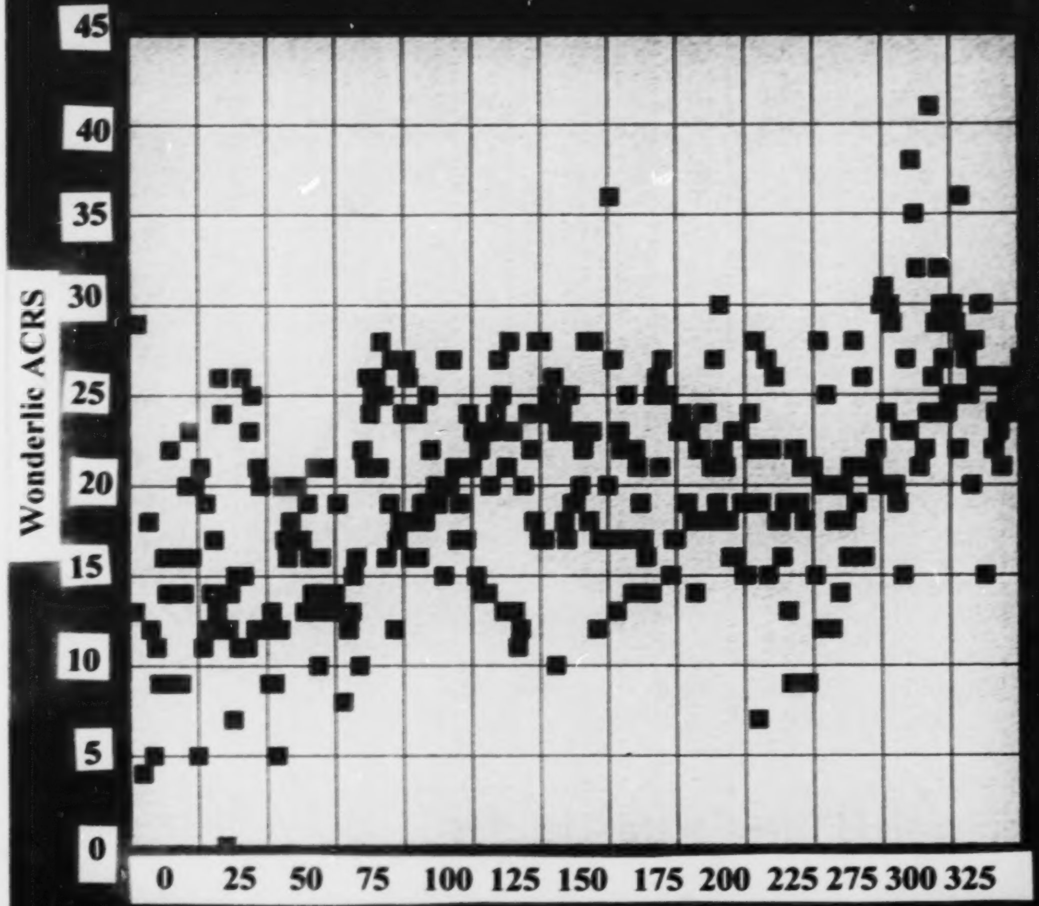
Number of students = 332

The WPT is a short form test of general cognitive ability, a measure of the individual's ability to understand directions, and solve problems. The test consists of 50 questions incorporating a wide variety of problem types. Scores on the WPT are highly related to much longer tests such as the WAIS, the Cognitive scale of the General Aptitude Test Battery and the Academic scale of the Armed Services Vocational Aptitude Battery. The following are the median WPT scores by occupation:

Packer, Material Handler - 12 to 15
Assembler, Nurse Aide - 16
Labor Unskilled - 17
Quality Control Checker, Data entry 19
Teller, Clerical general - 20
General office, Auto sales - 21
Accounting clerk, Technician - 22
Design drafting, Lab Tech -23
Registered nurse, Store mgr. - 24
Adjuster, General manager - 25
Accountant, Supervisor - 26
Chemist, Engineer, Executive - 28
Attorney, Research Asst. - 30

National mean score = 21 based on a sample of 118,000 job applicants.

Distribution of wonderlic Personnel Test Scores



Each mark represents one employee N=321

The WPT is a short form test of general cognitive ability, a measure of the individual's ability to understand directions, and solve problems. The test consists of 50 questions incorporating a wide variety of problem types. Scores on the WPT are highly related to much longer tests such as the WAIS, the Cognitive scale of the General Aptitude Test Battery and the Academic scale of the Armed Services Vocational Aptitude Battery. The following are the median WPT scores by occupation:

Packer, Material Handler - 12 to 15
Assembler, Nurse Aide - 16
Labor Unskilled - 17
Quality Control Checker, Data entry 19
Teller, Clerical general - 20
General office, Auto sales - 21
Accounting clerk, Technician - 22
Design drafting, Lab Tech -23
Registered nurse, Store mgr. - 24
Adjuster, General manager - 25
Accountant, Supervisor - 26
Chemist, Engineer, Executive - 28
Attorney, Research Asst. - 30

National mean score = 21 based on a sample of 118,000 job applicants.

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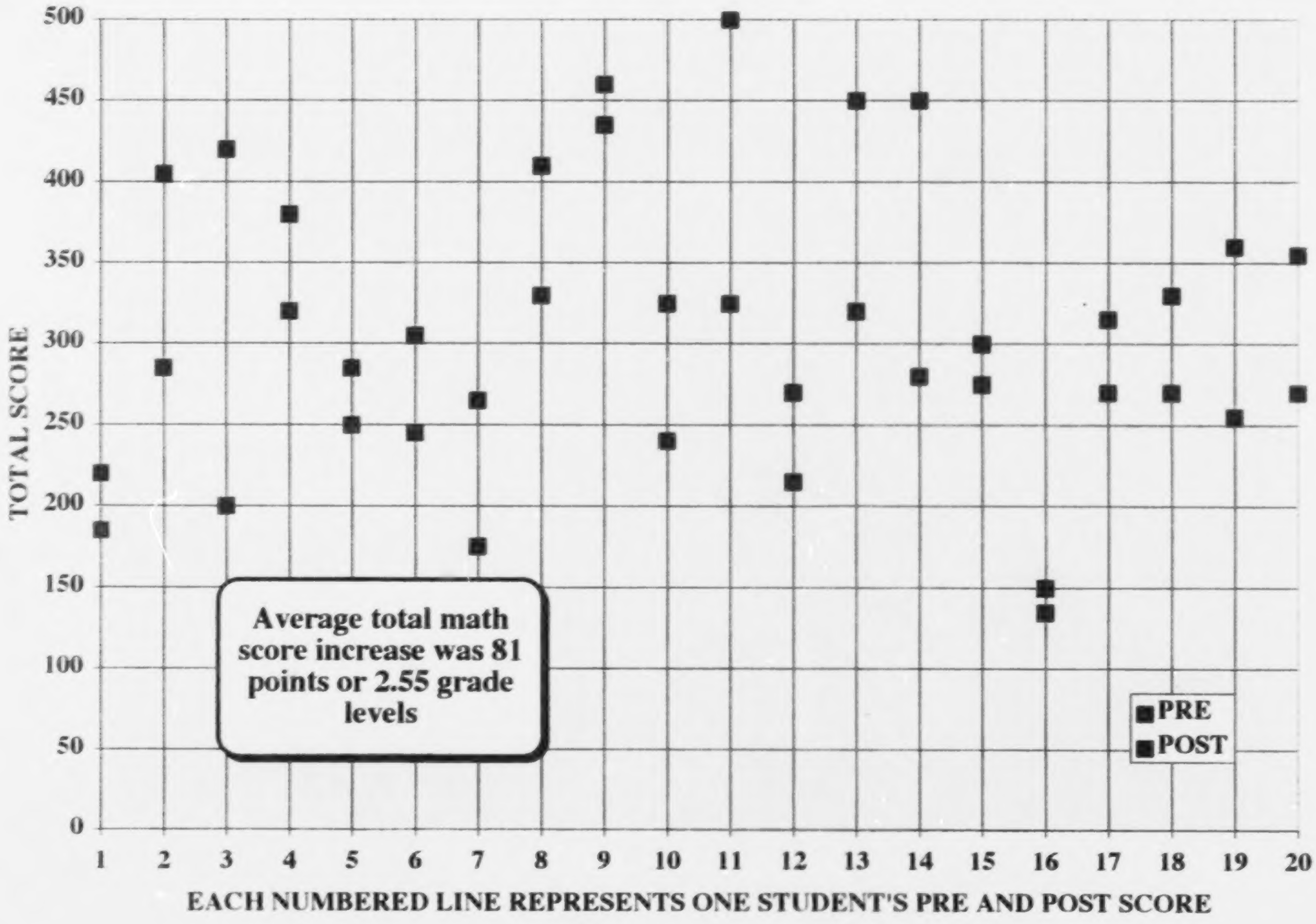
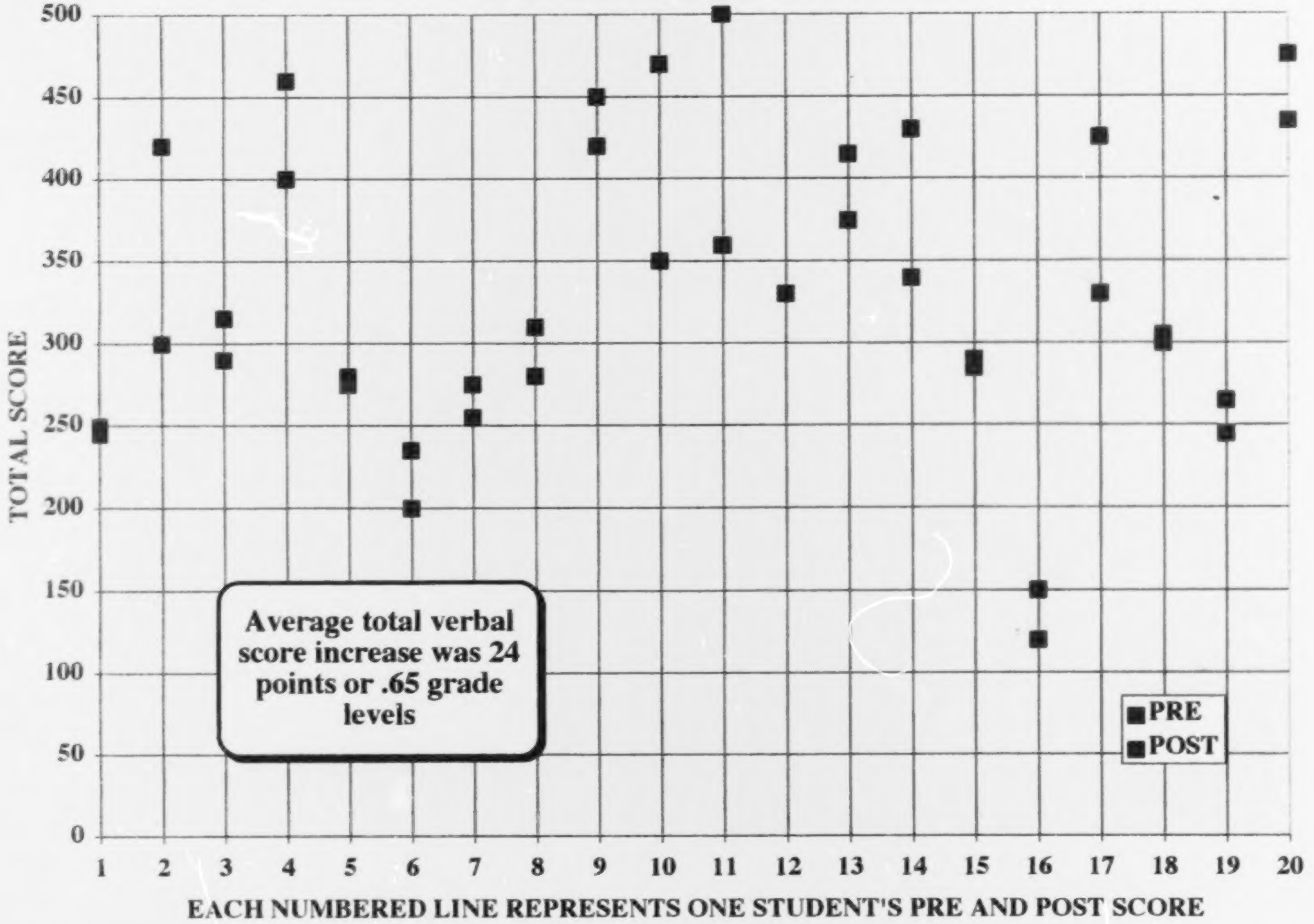
EMPLOYABILITY CLASSES - AVERAGE TOTAL WBST MATH TEST - PRE AND POST SCORES

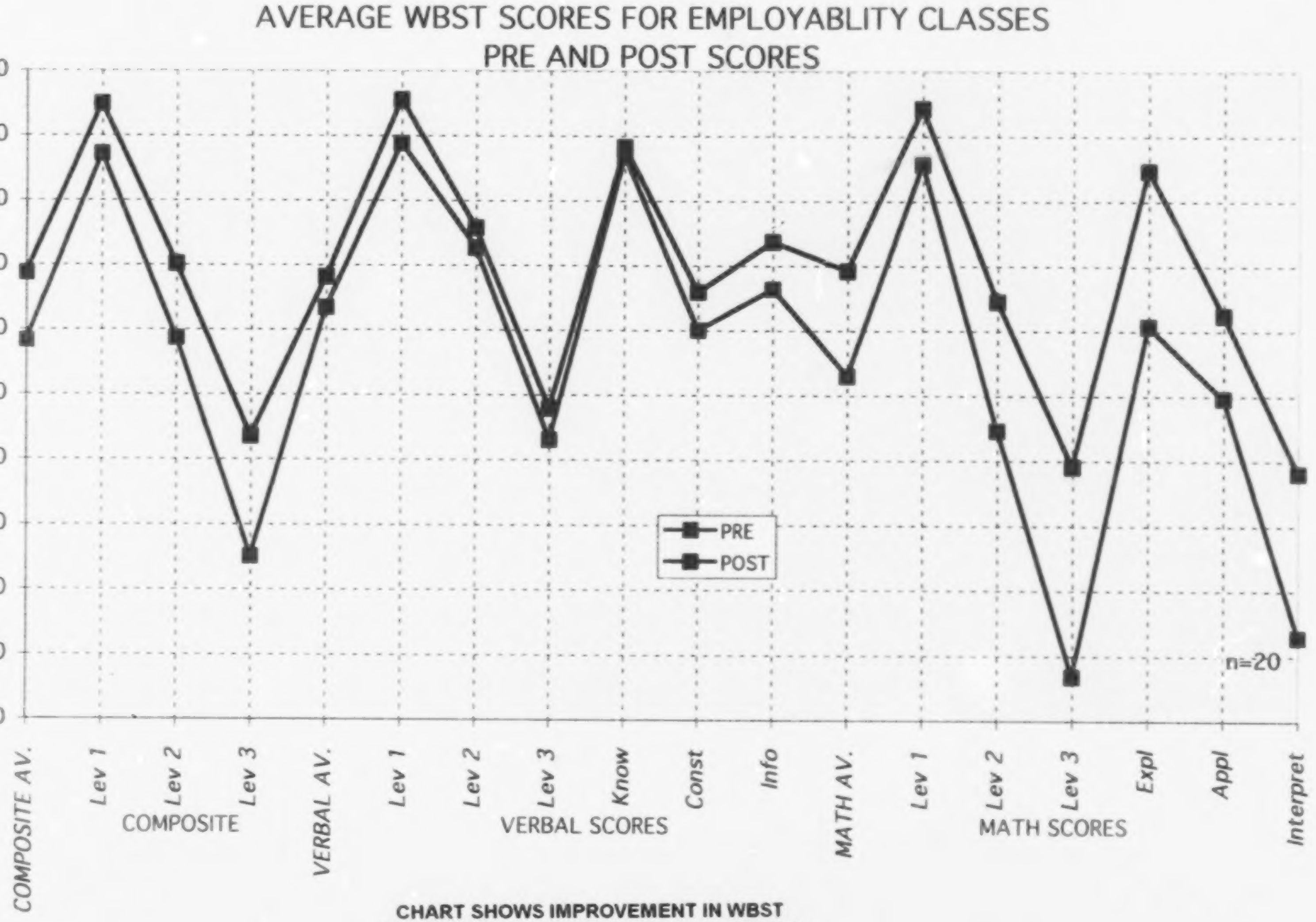


Average total math score increase was 81 points or 2.55 grade levels

EMPLOYABILITY CLASSES - AVERAGE TOTAL WBST VERBAL TEST - PRE AND POST SCORES

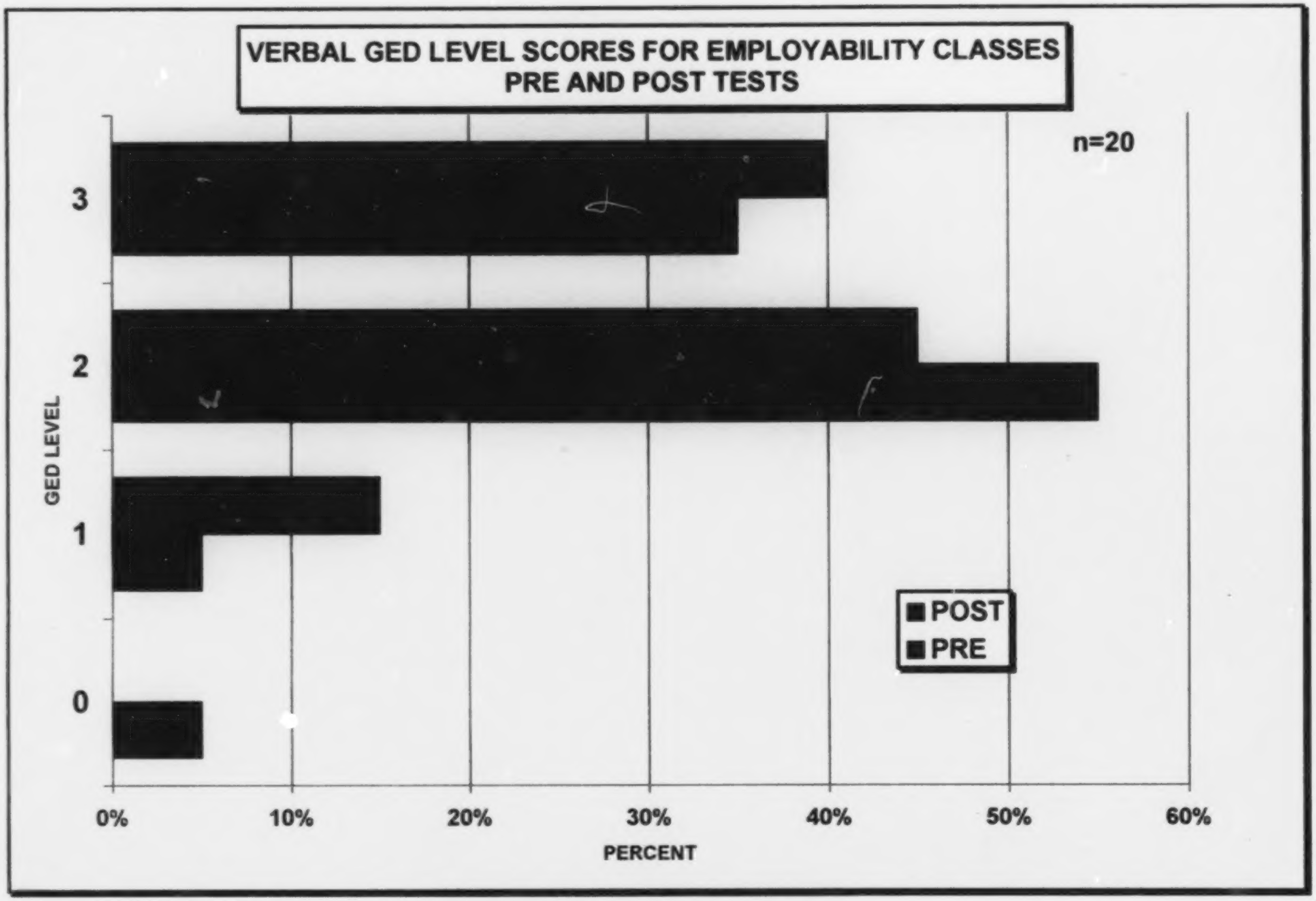


Average total verbal score increase was 24 points or .65 grade levels



AVERAGE WBST SCORES FOR EMPLOYABLITY CLASSES
PRE AND POST SCORES

CHART SHOWS IMPROVEMENT IN WBST SCORES (PRE AND POST) FOR 20 STUDENTS AFTER 50 HRS. OF INSTRUCTION IN EMPLOYABILITY CLASSES.



VERBAL GED LEVEL SCORES FOR EMPLOYABILITY CLASSES
PRE AND POST TESTS

CHART SHOWS PRE AND POST GED LEVELS FOR 20
STUDENTS COMPLETING EMPLOYABILITY TRAINING.

MATH GED LEVEL SCORES FOR EMPLOYABILITY CLASSES PRE AND POST TESTS

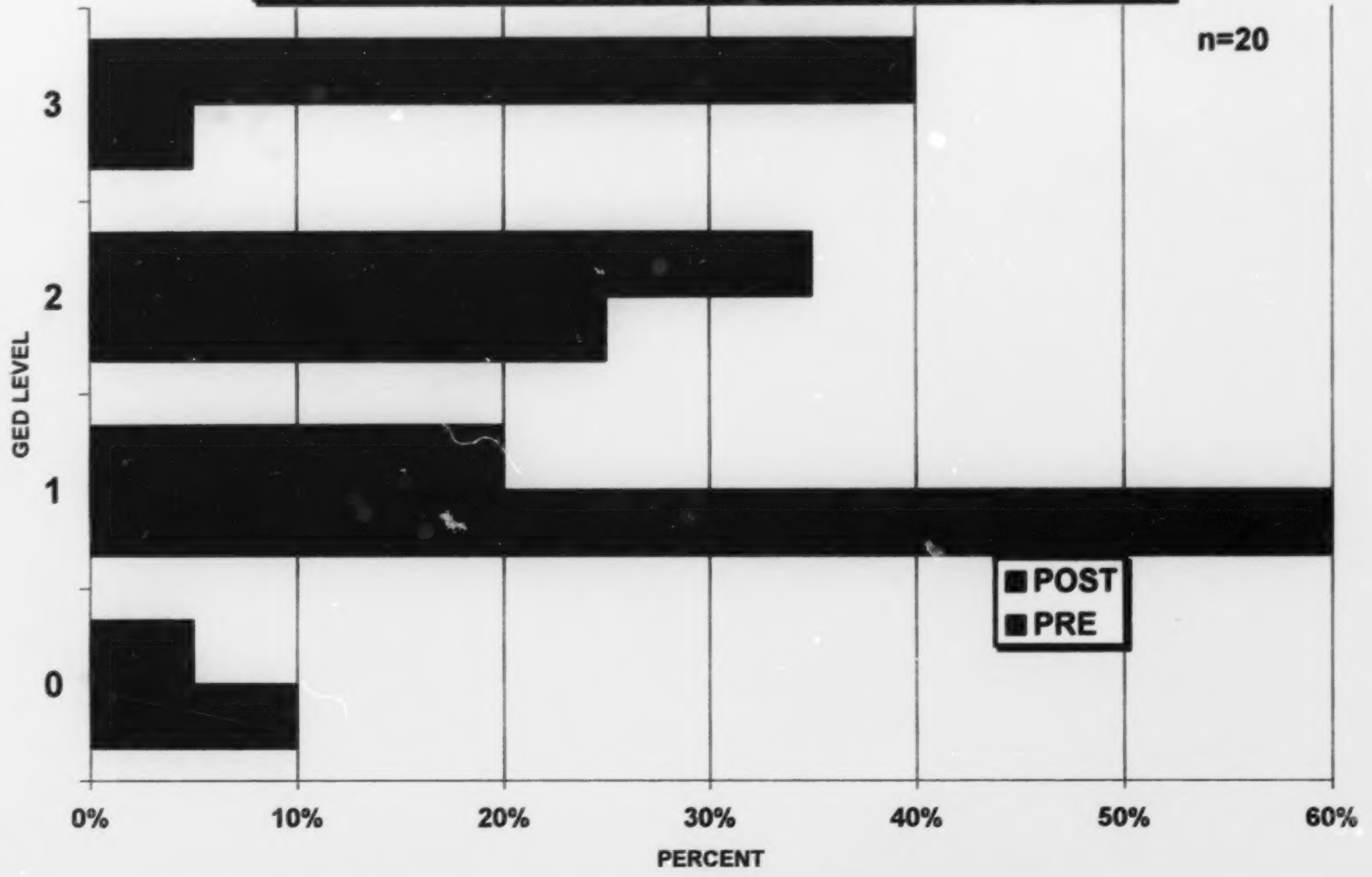


CHART SHOWS PRE AND POST GED LEVELS FOR 20 STUDENTS COMPLETING EMPLOYABILITY TRAINING.

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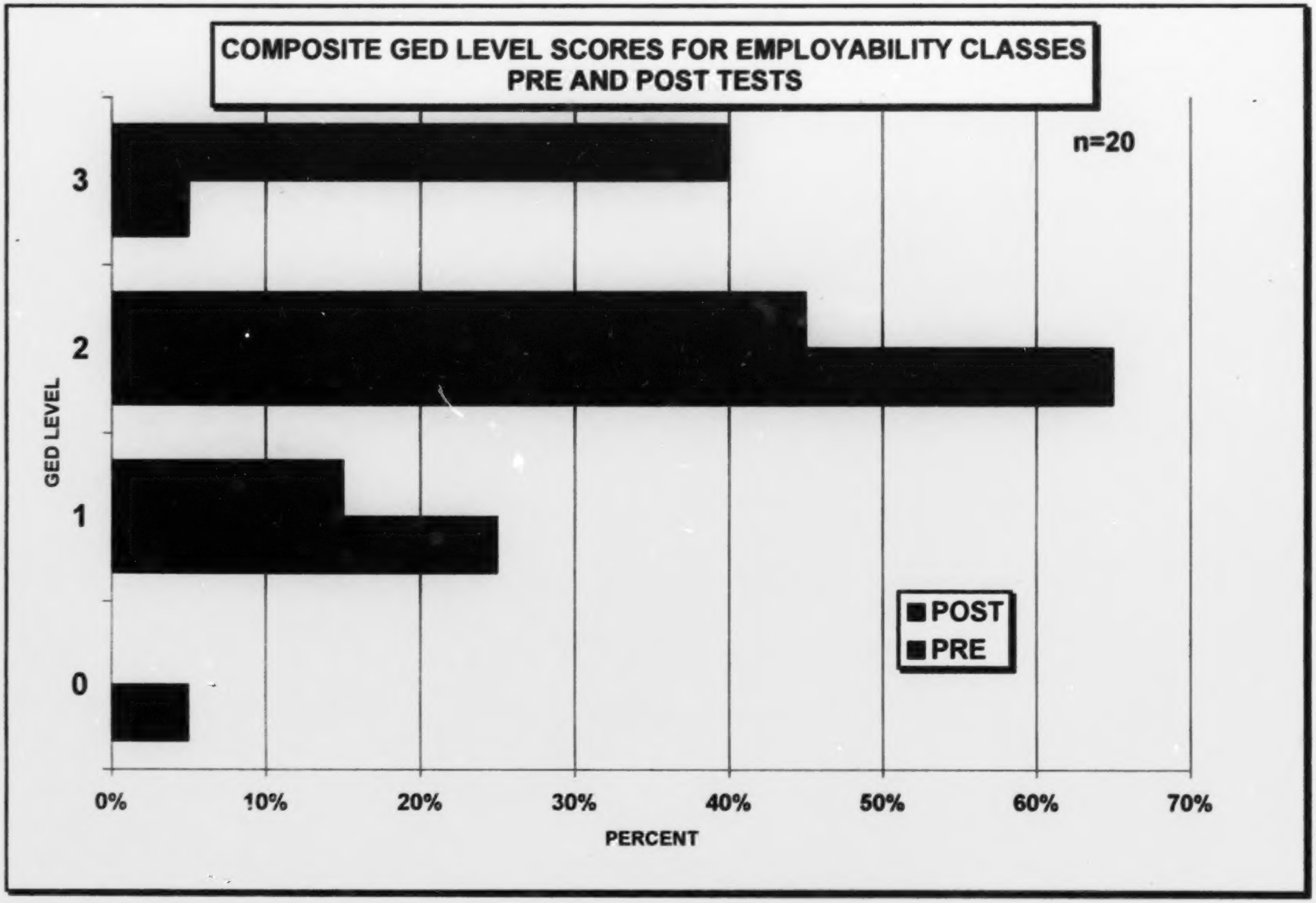
COMPOSITE GED LEVEL SCORES FOR EMPLOYABILITY CLASSES
PRE AND POST TESTS

CHART SHOWS PRE AND POST GED LEVELS FOR 20
STUDENTS COMPLETING EMPLOYABILITY TRAINING.

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APPENDIX E:

Wonderlic Basic Skills Test Summary of Performance for Regional Skill Center Applicants

Summary of Performance for REGIONAL SKILL CENTER 97-98

Wonderlic Basic Skills Test

	Mean Score	Median Score	St. Dev	Number of Students
Reading GED Level 1	456	500	92	331
Reading GED Level 2	382	410	123	331
Reading GED Level 3	245	250	147	331
Word Knowledge	441	500	110	331
Sentence Construction	324	335	125	331
Information Retrieval	360	365	124	331
Quantitative GED Level 1	470	500	69	439
Quantitative GED Level 1	286	305	127	439
Quantitative GED Level 3	82	25	109	439
Explicit	386	400	105	439
Applied	263	255	104	439
Interpretive	120	60	134	439
Composite GED Level 1	460	495	70	331
Composite GED Level 2	326	353	109	331
Composite GED Level 3	155	145	104	331

Verbal (Reading)

	Below GED 1	GED Level 1	GED Level 2	GED Level 3
# Scoring Above 265 @	19	34	134	144
% Scoring Above 265 @	6%	10%	40%	44%

Quantitative (Math)

	Below GED 1	GED Level 1	GED Level 2	GED Level 3
# Scoring Above 265 @	10	145	249	35
% Scoring Above 265 @	2%	33%	57%	8%

Composite (Average of Reading and Math)

	Below GED 1	GED Level 1	GED Level 2	GED Level 3
# Scoring Above 265@	10	73	190	58
% Scoring Above 265 @	3%	22%	57%	18%

	Mean Score	Median Score	St. Dev	Count
Wonderlic Personnel Test	20.03426791	20	6.13102333	321

APPENDIX F:

Guide to the Wonderlic Basic Skills Test and Wonderlic Personnel Test

Guide to Tests Used in Assessment

Test of Ability: Wonderlic Personnel Test

The WPT is 50 item paper and pencil test which requires the individual to solve problems covering a variety of problem types. The questions include work comparisons, disarranged sentences, sentence parallelism, direction following, number comparisons, number series, analysis of geometric figures, and story problems requiring either math or logic solutions. The test items are arranged in order of difficulty. Scores on the WPT are highly related to much longer tests such as the Wechsler Adult Intelligence Scale (WAIS), the General Aptitude Test Battery (GATB), or the Armed Services Vocational Aptitude Battery (ASVAB). It is a short form test of general cognitive ability.

Scores on the WPT are reported as a raw score, with a mean of 21 and a SD of 7.12. Minimum passing scores by job classification have been established, and reveal the fundamental steps in the test score/job complexity relationship. As jobs become more complex, the minimum score increases. Most often this increase is in three raw score point steps: 12, 15, 18, 21,24, 27, 30. These test score steps can be interpreted as follows:

Score	Interpretation
12	Common for plant employees and material handlers.
15	The threshold level where employers may expect employees to learn from written manuals.
18	Level where employees are first able to work independent from supervision, usually in repair or skilled trades.
21	Approximately the average score for all workers in the U.S. Scores are common with employees who work with standardized alphanumeric systems.
24	Usually found in first line supervisors.
27	Associated with middle management and higher level technicians.
30	Found with professional and executive level managers.

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Tests of Academic Skill: Wonderlic Basic Skills Tests

The WBST are short form measures of adult language and math skill. The total WTBS is made up of two parts, Verbal and Quantitative. It is designed to measure the job-readiness of teenagers and adults. The tests yield scores related to the U.S. Department of Labor General Education Development (GED) scales. General Education Levels, as developed by the Dept. of Labor range from level 1 (approximately 4th grade level) to level 6 (college graduate level). Because the WBST is designed to be a test of basic skills, it measures skill levels only to the GED 3 level. Within each of the first three GED levels the student obtains a General Score ranging from zero to 500. For example, at GED level 2, a student obtaining a General Score of 380 shows much greater mastery of the materials in level 2 than a student obtaining a General Score of 150. The Verbal and Quantitative Tests are combined to generate a third major score, the Skills Composite. As in each of the GED levels, a General Score is also provided for the Verbal, Quantitative, and Skill Composite major scores. The following table summarizes the scores generated by the WBST.

Test	GED Score Information	Grade Level Scores
Verbal Test	A GED score is given for the Verbal Test as a whole. A general score ranging from 0 to 500 is also provided for each of the three GED levels, reflecting the degree of mastery within that level.	Grade level scores for the Verbal tests as a whole.
Quantitative	A GED score is given for the Quantitative Test as a whole. A general score ranging from 0 to 500 is also provided for each of the three GED levels, reflecting the degree of mastery within that level..	Grade level scores for the Quantitative tests as a whole.
Skills Composite	A GED score is given for both the Verbal and QuantitativeTests. A general score ranging from 0 to 500 is also provided for each of the three GED levels, reflecting the degree of mastery across both tests	Grade level scores for the Composite as a whole.

As noted above, each GED level is accompanied by a general score within that GED level (or for the test as a whole). The general score reflects the degree of mastery of tasks included at each GED level. The following table explains the meaning of general scores.

General Score	Meaning of General Score
Below 150	Severe deficiency at that GED level or for the overall test.
150 to 200	Moderate deficiency at that GED level or for the overall test.
265	"Minimum competency" at the designated level. A score of 265 means 65% of the items at that level were passed.
350 or higher	Mastery level

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The following table shows the average general scores by GED level for high school students involved in the WBST normative population.

Norms*	**TOTAL**	**GED 1**	**GED 2**	**GED 3**
Composite	295	433	293	151
Verbal	294	420	320	206
Quantitative	294	443	263	93

Based on the field test population the median WBST scores by job title and training program are as follows:

	Verbal				**Quantitative**			
Occupation	GED1	GED2	GED3	TOTAL	GED1	GED2	GED3	TOTAL
Welder	500	420	320	370	500	350	100	345
Cosmotology	500	400	255	500	260	0	295	300
Machinist	500	380	205	330	500	295	25	310
Food Service	500	283	138	265	500	218	0	265

Additional supplemental scores are provided for both the Verbal and Quantitative scales. Scores are provided in the areas of Word Knowledge, Sentence Construction, and Information Retrieval. For the Quantitative test, sub-scales for Explicit, Applied, and Interpretative skills are provided.

The WBST is a new assessment instrument, being published in 1994. The Tri-County Intermediate Unit participated in the norming of the instrument along with 300 schools, government agencies, and private businesses.

GENERAL EDUCATIONAL DEVELOPMENT

(Information taken from Handbook for Analyzing Jobs, U.S. Department of Labor)

General Educational Development (GED), a component of Worker Characteristics, embraces those aspects of education (formal and informal) which contribute to the worker's (a) reasoning development and ability to follow instructions, and (b) acquisition of "tool" knowledge such as language and mathematical skills. This is education of a general nature which does not have a recognized, fairly specific occupational objective. Ordinarily, such education is obtained in elementary school, high school, or college. However, it may be obtained from experience and self study.

DIVISIONS OF GED SCALE

The GED Scale is composed of three divisions: Reasoning Development, Mathematical Development, and Language Development. Each should be considered and rated independently of the others in evaluating the levels required for a job. In theory, Mathematics and Language are components of Reasoning; therefore, Reasoning should have at least as high a rating as the higher one assigned for Mathematics or Language.

RATIONALE FOR GED SCALE DEFINITIONS

The description of the various levels of language and mathematical development are based on curriculum taught in schools throughout the United States. An analysis of mathematics courses in school curriculums reveals distinct levels of progression in the primary and secondary grades and in college. These levels of progression facilitated the selection and assignment of six levels of GED for the mathematical developmental scale.

However, though language courses follow a similar pattern of progression in primary and secondary school, particularly in learning and applying the principles of grammar, this pattern changes at the college level. The diversity of language courses offered at the college level precludes the establishment of distinct levels of language progression for these four years. Consequently, language development is limited to five defined levels of GED.

A sample of job-worker situations for each GED level has been placed on a scale. These situation descriptions do not include all work devices that may be used by the worker. However, they have been written to make the GED level of each as explicit as possible.. Since the discrimination by level is dependent on a verbal expression, it is not precise. Familiarity with the total range of illustrative situations should contribute, however, to the use and application of the scales.

SCALE OF GENERAL EDUCATION DEVELOPMENT (GED)

	REASONING AND DEVELOPMENT	MATHEMATICAL DEVELOPMENT	LANGUAGE DEVELOPMENT
LEVEL 1	Apply commonsense understanding to carry out simple one-or-two step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.	Add and subtract two-digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart; inch, foot, and yard; and ounce and pound.	Reading: Recognize meaning of 2,500 two-or-three syllable words. Read at the rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers. Writing: Print simple sentences containing subject, verb, and object, and series of numbers, names, and addresses.

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	REASONING AND DEVELOPMENT	MATHEMATICAL DEVELOPMENT	LANGUAGE DEVELOPMENT
LEVEL 2	Apply commonsense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.	Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform all arithmetic operations involving all American monetary units.	Reading: Passive vocabulary of 5,000-6,000 words. Read at rate of 190-215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation. Read instructions for assembling model cars and airplanes. Writing: Write compound and complex sentences using cursive style, proper end punctuation, and employing adjectives and adverbs. Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.
LEVEL 3	Apply commonsense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.	Compute discount, interest, profit and loss; commission, markup, and selling price; ratio and proportion; and percentage. Calculate surfaces, volumes, weights, and measures. Algebra: Calculate variables and formulas; monomials and polynomials; ratio and proportion variables, and square roots and radicals. Geometry: Calculate plane and solid figures, circumference, area, and volume. Understand kinds of angles and properties of pairs of angles.	Reading: Read a variety of novels, magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment, and methods and procedures in mechanical drawing and layout work. Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech. Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.
LEVEL 4	Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form	Algebra: Deal with system of real numbers: linear, quadratic, rational, exponential, logarithmic, angle and circular functions, and inverse functions; related algebraic solution of equations and inequalities; limits and continuity; and probability and statistical inference. Geometry: Deductive axiomatic geometry, plane and solid, and rectangular coordinates. Shop Math: Practical application of fractions, percentages, ratio and proportion, measurement, logarithms, practical algebra, geometric construction, and essentials of trigonometry.	Reading: Read novels, poems, newspapers, periodicals, journals, manuals, dictionaries, thesauruses, and encyclopedias. Writing: Prepare business letters, expositions, summaries, and reports, using prescribed format and conforming to all rules of punctuation, grammar, diction, and style. Speaking: Participate in panel discussions, dramatizations, and debates. Speak extemporaneously on a variety of subjects.

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	REASONING AND DEVELOPMENT	MATHEMATICAL DEVELOPMENT	LANGUAGE DEVELOPMENT
LEVEL 5	Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions in mathematical or diagrammatic form. Deal with several abstract and concrete variables.	Algebra: Work with exponents and logarithms, linear equations, mathematical induction and binomial theorem, and permutations. Calculus: Apply concepts of analytic geometry, differentiation, and integration of algebraic functions with applications. Statistics: Apply mathematical operations to frequency distributions, reliability and validity of tests, normal curve, analysis of variance, correlation techniques, chi-square application and sampling theory, and factor analysis.	Reading: Read literature, book and play reviews, scientific and technical journals, abstracts, financial reports, and legal documents. Writing: Write novels, plays, editorials, journals, speeches, manuals, critiques, poetry, and songs. Speaking: Conversant in the theory, principles, and methods of effective and persuasive speaking, voice and diction, phonetics, and discussion of debate.
LEVEL 6	Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with non-verbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in most difficult phases. Deal with a variety of abstract and concrete variables. Apprehend the most abstruse classes of concepts.	Advanced calculus: Work with limits, continuity, real number systems, mean value theorems, and implicit function theorems. Modern algebra: Apply fundamental concepts of theories of groups, rings, and fields. Work with differential equations, linear algebra, infinite series, advances operations methods, and functions of real and complex variables. Statistics: Work with mathematical probability and applications, experimental design, statistical inference and econometrics.	Same as level 5.

Summary

WPT

Scores below 10 show significant problem solving impairment. This level of functioning indicates a poor prognosis for employment. Employment, if acquired, is generally at an unskilled level, where assignments are supervised and decision making is not required.

Scores ranging from 13 to 15 show weakness and a generally poor prognosis for post-secondary skilled training. A score of 15 is generally the minimum for approval for government funding under the Ability to Benefit Legislation.

Scores in the 15 to 21 range show ability for skilled employment. The mean score for the national population is 21.

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WBST
Most skilled positions require a GED Level of 3. A GED level of zero or 1 indicates academic skills inadequate for general employment. A GED Level of 1 is equivalent to a 4th grade level.

Within each GED level, a general score of 265 indicates that the individual correctly answered 65% of the items. A score of 350 indicates mastery of the material at that GED level.

The composite score is an indicator of overall academic skill.

APPENDIX G:

Northwest Professional Development Center Directory And Erie Area School to Work Executive Committee

NORTHWEST PROFESSIONAL DEVELOPMENT CENTER

REGIONAL PROGRAMS BY COUNTY

Program Name / Address	Director	Phone Number	Fax Number	E-Mail Address
CLARION COUNTY				
Clarion County Literacy Council Ross Mem. Library Bldg Box 663 Clarion, PA 16214	Susan Hays	814-226-4626	814-226-6750	
Clarion County AVTS 1976 Career Way Shippenville, PA 16254	R. Leroy Tabler	814-226-4391	814-226-7350	
CRAWFORD COUNTY				
Crawford Central School District 442 Spring Street Cambridge Springs, PA 16335	Linda Rider 1-814-398-2353	814-336-1121	814-337-5160 814-734-3425	lrider@toolcity.net
PENNCREST School District RD 1, Box 808 Saegertown, PA 16433	Dale Hrach	814-967-2675	814-967-2136	dhrach@saeger.trinet.k12.pa.us
State Corr. Inst./ Cambridge Spgs Fullerton Avenue Cambridge Springs, PA 16403	Harold Heckler	814-398-5400	814-398-5413	
Crawford County Literacy Council 966-1/2 Park Avenue Meadville, PA 16335	Lisa Schmalzried	814-337-7323	814-337-1250	jmarti@gremlan.org
Titusville Area School District 221 N. Washington Street Titusville, PA 16354	Terry Kerr	814-827-2717	814-827-7761	kerr@pitt.edu
ERIE COUNTY				
Greater Erie CAC 1006 West 10 Street Erie, PA 16502	Lynne Burke	814-451-5610	814-451-5618	lcbgecac@erie.net
Stairways, Inc. 1017 French Street Erie, PA 16501	Louis Nye	814-878-2072		
Hispanic American Council 554 East 10 Street Erie, PA 16503	Erika Freeman	814-455-0212	814-453-2363	hace@velocity.net

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Program Name / Address	Director	Phone Number	Fax Number	E-Mail Address
ERIE COUNTY (CONT.)				
Northwest Tri-County IU 5 670 West 36 Street Erie PA 16508	Dr. Richard Gacka	814-866-3105	814-866-5045	NorthWPDC@aol.com
State Corr. Inst./ Albion 10745 Route 18 Albion, PA 16475	Harold Heckler	814-756-5778	814-756-9735	
International Institute 517 East 26 Street Erie, PA 16504	Michael Murnock	814-452-3935	814-452-3318	
Erie City School District 2931 Harvard Road Erie, PA 16508	Daniel Tempestini	814-871-6656	814-871-6326	dtempestini@eriesd.trinet.k12.pa.us anatale@eriesd.trinet.k12.pa.us
Dr. Gertrude Barber Center 136 East Avenue Erie, PA 16507	Joy Zamierowski	814-453-7661	814-454-2771	joyz@drbarbercenter.org
JEFFERSON COUNTY				
J.C.C.E.O.A., Inc. 105 Grace Way Punxsutawney, PA 15767	Katherine Frantz	814-938-3302	814-938-7596	adulted@key-net.net
Jefferson Co. DuBois AVTS 100 Jeff Tech Drive Reynoldsville, PA 15851	Michael Knobloch	814-653-8265	814-653-8425	knobloch@jefftech.tech.pa.us
LAWRENCE COUNTY				
Adult Literacy Lawrence County 207 E. North Street New Castle, PA 16101	Marcia Anderson	412-654-1500	412-658-0912	HLXV69B@prodigy.com
McKEAN COUNTY				
Bradford Area School District 50 Congress Street Bradford, PA 16701	David Sapala	814-362-3845	814-362-1765	
Seneca Highlands IU 9 119 Mechanic Street Smethport, PA 16749	Karl Shuey	814-887-5512	814-887-2157	

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Program Name / Address	Director	Phone Number	Fax Number	E-Mail Address
MERCER COUNTY				
Mercer County AVTS 776 Greenville Rd., PO Box 152 Mercer, PA 16137	Ronald Haag	412-662-3000	412-662-1025	
State Corr. Inst./ Mercer 801 Butler Pike Mercer, PA 16137	Catherine Morelli	412-662-1837	412-662-1940	
Midwestern IU 4 453 Maple Street Grove City, PA 16127	Elaine Nagel	412-458-6700, Ext. 269	412-458-5083	elaine_nagel@miu4.k12.pa.us
Greenville Literacy Council 12 North Diamond Street Greenville, PA 16125	Dr. Georgina Rettinger	412-588-6141	412-588-9881	rettinge@nauticom.net
Farrell Area School District 1600 Roemer Boulevard Farrell, PA 16121	Frank Sincek	412-346-6585 Ext. 488	412-346-0223	
Grove City Literacy Council 211 S. Broad Street Grove City, PA 16127	Roberta Wykoff	412-458-7270		grovcity@nauticom.net
VENANGO COUNTY				
Literacy Council of Venango Cnty 302 Seneca Street Oil City, PA 16301	Maloy Beach	814-677-7707	814-437-4405	mbeach@csonline.net
WARREN COUNTY				
Warren County School District 407 Market Street Warren, PA 16365	Laura McDunn	814-723-7553	814-726-2113	
ARMSTRONG COUNTY				
Progressive Workshop 301 Oak Avenue Kittanning, PA 16201	Karen Waugaman	412-548-5664	412-545-2088	

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Program Name / Address	Director	Phone Number	Fax Number	E-Mail Address
BEAVER COUNTY				
Adult Literacy Action 336 College Avenue Beaver, PA 15009	Nancy Woods	412-773-7810	412-773-7303	ncw1@psu.edu dak14@psu.edu
Beaver Co. Area Labor Mgt Com 400 9th Street, Suite A Conway, PA 15027	Donna Nedelk Boyer	412-869-7890	412-869-7894	BCALMC@CCIA.com
Beaver County Comm. College One Campus Drive Monaca, PA 15061	Kim Tonio	412-775-8561	412-774-4751	
Beaver County IU 225 Center Grange Road Aliquippa, PA 15001	Dr. Bob Italia	412-774-7800	412-774-4751	
BUTLER COUNTY				
Butler County Comm. College College Drive, Box 1203 Butler, PA 16003	Ana Kladny	412-287-8711	412-287-3290	
INDIANA COUNTY				
ARIN IU 28 Adult Learning Cen. Rt. 422 E., P.O. Box 175 Shelocta, PA 15774	TBA	412-463-5300	412-463-5315	hanson@iu28.arin.k12.pa.us hanson@twd.net
CAMERON COUNTY				
Northern Tier Community Action P. O. Box 389 Emporium, PA 15834	Judy Blumle	814-486-1161 Line 7	814-486-0825	
POTTER COUNTY				
Coudersport Area School District 802 Vine Street Coudersport PA 15834	Tony Borro Bridge St. Galeton, PA 16922	814-274-8055 814-435-6571	814-274-7551	
ELK COUNTY				
Johnsonburg Public Library 520 Market Street Johnsonburg, PA 15845	Betty Decker	814-965-5492	814-824-2810	

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ERIE AREA SCHOOL TO WORK EXECUTIVE COMMITTEE

Voting Members

Mr. Harold Sheldon, Chairperson EASTW G. E. Transportation Systems 2901 East Lake Road Bldg. 14-235 Erie, PA 16531	875-3424 (fax: 875-5924)
Mr. Louis Musante, Past Chairperson EASTW Westminister Manufacturing, 227 Hathaway Street, Girard, PA 16417	774-9604 (fax: 774-5611)
Ms. Jean Burrell, Executive Director EAJTPA, 1525 East Lake Road, Erie, PA 16511	456-6291 (fax: 455-7978)
Mr. Keith Donati, District Administrator Office of Vocatinal Rehabilitation, 1600-C Peninsula Drive, Erie, PA 16505	871-4551 (fax: 871-4631)
Mr. Bob Piemme, Principal Corry High School, 534 East Pleasant Street, Corry, PA 16407	665-8297 (fax: 664-3650)
Mr. Dan Tempestini, Director of Vocational & Adult Education Central High, 3325 Cherry Street, Erie, PA 16508	871-6280 (fax: 871-6323)
Dr. Aldo Jackson Director, Erie County Technical School 8500 Oliver Road, Erie, PA 16509	864-0641 (fax: 864-9400)
Dr. Therese Walter, Superintendent General McLane School District 11771 Edinboro Road, Edinboro, PA 16412	734-1033 (fax: 734-4635)
Dr. Verel Salmon, Superintendent Millcreek Township School District 3740 West 26th Street, Erie, PA 16506	835-5300 (fax: 835-5371)
Mr. Frank Bova, Superintendent Wattsburg Area School District 14361 Church Street, Wattsburg, PA 16442	739-2291 (fax: 739-9472)
Mr. John Seifert, Superintendent Ft. LeBoeuf School District 34 East 9th Street, PO Box 810 Waterford, PA 16441	796-2638 (fax: 796-6459)
Mr. Ed Brzezinski, STW Facilitator Central High School 3325 Cherry Street, Erie, PA 16508	871-6440 (fax: 871-6323)

Ms. Marnie Brown, STW Facilitator 824-3400 (fax: 825-6337)
Wattsburg Area Middle School
10774 Wattsburg Road, Erie, PA 16509

Mr. Gary Astorino, STW Facilitator 734-1602 (fax: 734-5250)
General McLane High School
11761 Edinboro Road, Edinboro, PA 16412

Mr. Jerry Covert, VP Office of Learning 452-1122 (fax: 452-1171)
NW PA Technical Institute
150 East Front Street, Erie, PA 16507

Mr. Matt Gress, Business Manager 453-4503 (fax: 455-4340)
Local 210, 1701 State Street, Erie, PA 16501

Mr.Amos Goodwine, Division Manager of
Employment & Training, & Education 459-4581 (fax: 456-0161)
GECAC, 18 West 9th Street, Erie, PA 16501

Mr. Lance Hummer, NW PA Industrial Resource Ctr. 456-6299 (fax: 459-6058)
1525 East Lake Road, Erie, PA 16511

Dr Robert Light, Associate Provost 898-6160 (fax: 898-6164)
Penn State Erie, Station Road, Erie, PA 16563

Mr. Mike Beiter, Admissions Representative 838-7673 (fax: 838-8642)
Tri State Business,
5757 West Ridge Road, Erie, PA 16506

Ms. Angie Angus, Community Relations 833-3200 (fax: 833-4844)
Manufacturer's Association of NW PA,
2171 West 38th, Erie, PA 16508

Dr. Aldo Jackson, Director 864-0641 (fax: 864-9400)
Erie County AVTS,
8500 Oliver Road, Erie, PA 16508

Mr. Tom Newhouse, Manager 872-4229 (fax: 871-4863)
Erie Job Center,
1316 State Street, Erie, PA 16501

Ms. Bootsie Barbour, Adult Education Supervisor 866-3105 (fax: 866-5045
IU#5, 670 West 36th Street, Erie, PA 16508

APPENDIX H:

Job Fair Articles and Publicity

Erie Daily Times, Erie, Pa

SECTION C

Local

INSIDE THIS SECTION
Editorial/**2C**
Obituaries/**4C**

Unemployed bring hopes to Job Fair

By **RON WASIELEWSKI**
Staff writer

After 30 years on the job with an Erie bank, Frank Vybiral got the message last June.

"They told me I had to relocate if I wanted to keep my job," he said, "It was hit the road or hit the bricks."

Vybiral chose to hit the bricks, figuring that with his experience, he'd find a job in Erie in no time. That was almost a year ago, and he's still looking.

Vybiral is among the estimated 4,000 to 5,000 people who attended the fourth annual Erie Job Fair Tuesday afternoon at the Erie Civic Center, where 450 potential employers — ranging from the American Red Cross to Wrightco Technologies — set up booths and looked for potential employees.

Among the job seekers, in addition to Vybiral, were a middle-age single mother with no marketable skills and three friends who believed they had jobs for life at a local department store.

Vybiral, 54, stood out in the crowd of job seekers filling the wide aisles separating the booths. With a crisp, freshly pressed white shirt, red necktie, herringbone suit coat, sharply creased pants and highly polished shoes, he looked like a successful businessman who should be interviewing job seekers, not being interviewed.

But he has been idle since June, when he lost his job at an Erie bank.

"I would never get rich there but we lived comfortably," Vybiral said. "And I believed it was a secure job, until they told me I'd have to relocate to Philadelphia."

Vybiral didn't want to leave Erie, where his wife, Phyllis, has a good job and three of his five children still live at home. So he decided to take his chances here.

"I've sent out dozens of applications in six months, but nothing's turned up yet," he said, shrugging his shoulders.

"I think my age is against me. They can't ask your age because it's against the law to do that, but when they see my job record they put two and two together and they figure it out pretty quick," he said, his voice trailing off.

At the Erie Job Fair, Vybiral came up with one promising lead. He said he is aiming for a job that pays between $15,000 and $25,000 a year.

"But right now I can see myself pushing shopping carts in the parking lot of a supermarket somewhere," he said.

Patti Pietrowski, 39, a single woman who is raising her 9-year-old son, lost her job at an Erie County auto dealership about a month ago and has been job hunting ever since.

She arrived at the Erie Job Fair 20 minutes before the doors opened at 1 p.m., aiming to take her time visiting most of the potential employers. "I never did this before so I wanted to take my time and check everything out," she said.

Her goal was to find a job that pays about $10 an hour. That's what Pietrowski figures she will need to provide an adequate living for herself and her son.

"I would like a job that provides more than just the rent and groceries. ... But my problem is that I don't have any skills," said Pietrowski, looking business-like in her lavender pantsuit as she lingered near the Caregiver's Health Services booth.

"For most of these jobs, you need some experience or some kind of special skill. About the only thing I saw were housekeeping jobs and they don't pay enough," she said.

Pietrowski, who is a high school graduate, said she never figured she'd be looking for a job to support herself and her son.

"Like a lot of women my age, I thought the only thing I'd have to worry about is raising my family," she said.

But six years ago, she and her husband separated. Pietrowski, who had been living in Ohio at the time, moved in with her mother and her aunt in North East.

"I was pretty messed up emotionally after the separation and I needed time to get myself together," Pietrowski said. Her mother died several years ago, but she remains with her aunt in North East.

While she found no job prospects Tuesday, she was not discouraged.

"I really was just looking for a job where I could make a little money for several months."

Pietrowski believes the key to her

■ Please turn to 4C/JOB

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VINCENT MOSKALCZYK/Staff photographer

Patti Pietrowski checks out some of the information available at Tuesday's Erie Job Fair. Pietrowski, a single mother, was among the estimated 4,000 to 5,000 people who visited booths set up by 450 employers at the Erie Civic Center.

Job Fair to be at the Tullio Convention Center on Tuesday

More than 140 employers and training institutions are expected to participate in the fourth annual Job Fair to be held Tuesday at the Tullio Convention Center.

Sponsored by the Erie Job Center and the Employer Advisory Council, the event is designed to provide job-seekers with opportunities.

The fair, slated for 1 to 6 p.m., is for anyone searching for a job or a training program. Organizers expect employers from a wide variety of fields to participate. Also, volunteers from various organizations and institutions will be available to assist employers and job-seekers alike.

Organizers ask that people who plan to attend register in advance at the Erie Job Center, 1316 State St., where free tickets for the fair will be available.

In addition to a ticket, people who attend the fair should bring a resume or work history, letters of reference, and, if they are veterans, their DD-214 forms. They also should dress for success, organizers said.

Additional information is available by calling Ms. Buttray at 871-4297.

Job

■ Continued from 1C

future is held by the Erie Area Job Training Partnership Inc., a nonprofit corporation funded by the federal Job Training Partnership Act that prepares area residents for permanent jobs. Pietrowski said that within the next several months, she should be getting computer training through the program.

"With computer skills, I think I'll be able to get a good job and finally get out on my own," she said.

Like Vybiral, Kathy Arnold, 47, Reiko Champagne, 38, and Linda Maxson, 57, all believed they had jobs for life. Then on March 14, Lazarus closed its Erie department stores and all three women were unemployed.

"Since then our lives are topsy-turvy," said Arnold. "We all worked in cosmetics and that doesn't qualify you for anything."

Arnold said she, Champagne, and Maxson worked together at the West Erie Plaza store.

"We never imagined that we'd be out of work. ... That's why we decided to look for jobs together," she said.

They were not alone. Arnold said she spotted at least a dozen former Lazarus employees at the job fair.

"You just don't know what to do, where to turn or whether or not to go back to school for more training. It's all very unsettling," she said, as her friends nodded their agreement. "For now, we'll just check out what's available out there."

Tom Newhouse, manager of the Job Center, said providing jobs is a community responsibility.

"And the job fair is a community affair," he said, noting other co-sponsors, including the Erie Community Foundation, Advest Inc., AFL/CIO, Pennsylvania Department of Education's Adult Basic Literacy Education program and National Fuel Gas, among others.

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Work skills program

Bishop deems program a success

A new work-skills program in Corry has shown enough success to justify a second session in June and July.

The free "Work Force Prep" program makes direct ties between adult continuing education and the workplace.

Instead of providing stand-alone education in such areas as math and communications, the program seeks to demonstrate how those and other topics come into play in a work setting. Several Union City-area residents have been students in the 10-week session that ended recently.

The program is administered by the Northwest Tri-County Intermediate Unit. The Intermediate Unit has run the program as a pilot project in Corry as well as through two agencies in Erie. Intermediate Unit officials have said it has been the most successful program in Corry.

The preparation program also caught the eye of Viking Plastics in Corry. Viking officials are encouraging people who have shown an interest in working for the company to participate in the program.

Skip Simmons, Viking executive vice president, said participation in the Work Force Prep program is not a guarantee of a job, and it is not the only thing the company considers when hiring. Still, he said, "We are really excited about it."

Simmons heard about the programs through the Manufacturer's Association of Northwest Pennsylvania, and also from a recent talk to the Corry Industrial Roundtable by Intermediate Unit director Dr. Richard Gacka.

"I think it's what the industry needs and it's what the work force needs," Simmons said of workplace-aimed education. "I think it's right on in terms of what it teaches."

The sign-up deadline for the program is Friday, May 16. The orientation meeting is Wednesday, May 28, at 7 p.m. in the Smith Education Center, 221 North Center St. The twice-weekly classes will begin the week of June 2, and will run for 10 or 11 weeks for a total of 50-60 hours. The classes will be held at the Smith Education Center.

Participants emerge with a certificate of employability issued by the Intermediate Unit, and a list of competencies they can show their employer or prospective employers.

Topic areas include a brush-up on math and communication skills, group interactions, workplace expectations and economics, interview and job-search skills and resume preparation.

Representatives of area businesses are also invited to address the students as guest speakers.

Two levels of the program are offered, depending on participants' academic level and work history.

The first Work Force Prep program began in early March and is concluding this week. Al Post, who directs the local program for the Intermediate Unit, said the first session was a learning experience for both students and Intermediate Unit personnel.

Post said he is very pleased with the local students' determination. All eight adults who began the Level I program are expected to finish, while approximately 20 of 22 who began the Level II program are still participating.

He said the program will be "tweaked" somewhat the second time through.

Simmons said, there are two specific things he likes about the program. First, he said, "It shows initiative on the part of the prospective employee."

Second, he added that the program is designed to teach real-world job skills and expose participants to such important topics as attitude and workplace expectations.

To register for the upcoming program, call 664-9405.

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ALL SEASONS PLACEMENT
ALLIN COMPANIES
AMERIDRIVES INTERNATIONAL
AMERICAN EXPRESS FINANCIAL SERVICE
AMERICAN RED CROSS
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ERIE FORGE & STEEL INC.
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The Pennsylvania Job Center
Announces The
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Erie Job Fair

Will be held this
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at the Erie Civic Center
From 1 PM to 6 PM

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